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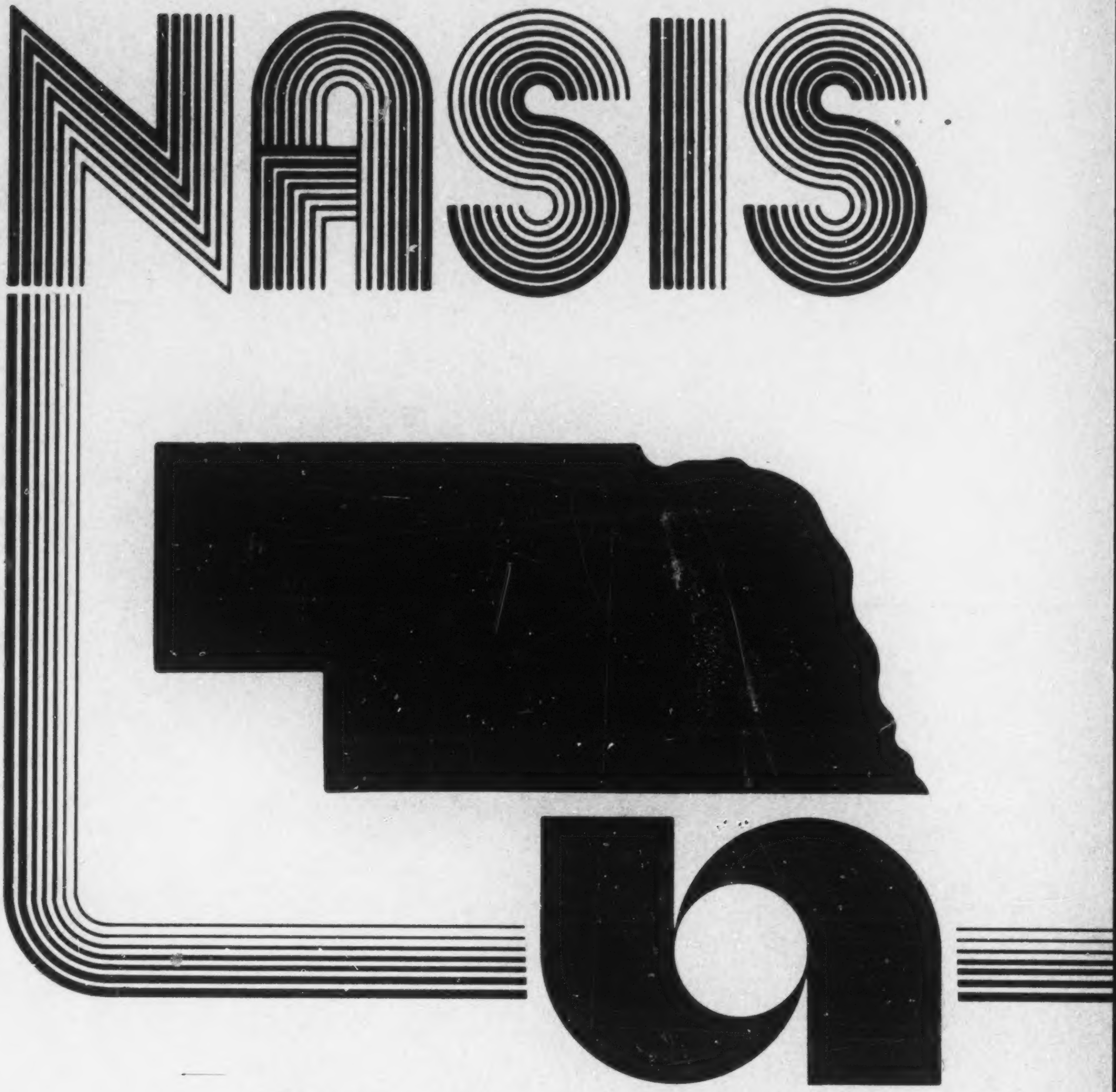

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-83
#4

ANGLING IN NEBRASKA

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Price: $1.50

The Nebraska Annual Social Indicators Survey

Helen A. Moore, 1983 Study Director

The findings in this report are based on data collected in the seventh Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

In 1983, a representative sample of 1834 Nebraskans eighteen years of age or older living in households was interviewed by telephone. The respondents to the 1983 survey are the fourth wave of a panel originally selected and interviewed in 1977, re-interviewed in 1979, and 1981, and supplemented by the 1982 cross-sectional survey respondents who were new migrants to the state or who had become adults (18) after 1980. These respondents will be reinterviewed every two years in order to provide information on changing quality of life. The interviews averaged approximately 45 minutes and included questions about health, political interests, energy conservation, occupation, recreation, education, family life and other matters reflecting the quality of life experienced in the state. For the entire sample, 95 out of 100 times the percentages computed from the items asked on the survey are likely to be accurate within plus or minus 2.25 percent of the figure that would have been obtained if each adult in Nebraska had been surveyed. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program plan- ning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any users and the strict confidenti- ality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in mem- bership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research, and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include interviewing a new sample of Nebraskans in 1984 as well as continuing to reinterview the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be ob- tained by contacting David R. Johnson, NASIS Study Director, at the Bureau of Sociological Research or by sending for a copy of the 1984 NASIS Prospectus.

ANGLING IN NEBRASKA

Development of water resources over the past 100 years has been instrumental in providing a rich agricultural economy in Nebraska. Associated with this development, fishery stocks have been planted and nourished, especially in reservoir environments, under the multiple use concept. With increased emphasis on future development of existing water resources, including both surface and groundwater, it is imperative that management objectives be attuned even closer to consumer needs and the ability of the aquatic environments to sustain an optimum fishing harvest. One of the best ways to enhance and perpetuate fishery resources is to obtain fishery use and demand information so that the needs of the using public are known. This will become increasingly important in the decades of the 1980's and 1990's as programs in the Fisheries Division of the Nebraska Game and Parks Commission continue to be refined and implemented to best satisfy angler needs.

SUMMARY

During 1981 and 1982 information on fishing activities by Nebraska residents was gathered in a joint project by the Fisheries Division of the Game and Parks Commission and the Bureau of Sociological Research of the University of Nebraska, Lincoln. The primary interest was to gauge the range of fishing activities as well as attitudes and needs of Nebraska anglers.

The instruments used included a telephone survey of approximately 1800 Nebraska adults 18 years of age and older to identify their 1981 fishing activities. These adult respondents were also asked information about the recreational fishing activities of a randomly selected child (between the ages of 6 and 17) within their household. At the close of the telephone survey, these respondents were asked if they would be willing to participate in a more detailed follow-up mail survey the next year to track their 1982 fishing activities.

Nebraska adults fish predominately instate (70.7%), although 18.4% fish both Nebraska and other states. Some 11.0% of our respondents indicated that they fish only other states. Overall, an estimated 543,787 Nebraskans fished at least once during that calendar year, 1981. Of these, 369,352 were adults (age 18 and over) and 174,435 were children (age 6 through 17). The overall adult participation rate was 33.0% while children participated at an even higher rate of 58.0%.

The recreational patterns of Nebraskans who fish are significant given that fishing was rated the third most popular recreational activity by all respondents to the telephone survey in 1982. Nebraskans who do fish, fished an average of 19.4 days in the sample year, and children an average of 14.3 days. Not surprisingly, the peak fishing months for all respondents were June and July. The statistics presented in Table 1 indicate that a stalwart percentage, including children, are still fishing in the wintry months of November through March.

Overall, an estimated 9.7 million total fishing trips were taken in 1981. Adults enjoyed 75.0% of these trips while children accounted for 25.0%. As indicated in Table 2, seventy-one percent of the statewide trips were on lakes and reservoirs and 29.0% were on streams and rivers. This should not be construed to mean that emphasis for fishing resources be placed on reservoirs entirely. Historically large sums of public money have been spent to build multiple use reservoirs where public access is provided. Streams and rivers, on the other hand, have a better distribution throughout the state for the angler. These running waters and the fish in them are public resources but access is somewhat limited because the land under streams and rivers is privately owned . It should be emphasized that as ecosystems, these streams, rivers and reservoirs go hand-in-hand; that is, each feeds the other.

In the mail-back survey, detailed information on the type of fish and location of fishing activities was collected. An estimated 10,618,839 fish were harvested in 1982 (see Table 3). Children took 18.3% of this catch and adults took 81.7%. This harvest estimate represents a 26.3% decline from the 1975 estimated harvest of 14,407,026 fish. However, it should be noted that these estimates are taken from a sub-sample of the original random telephone survey, and these findings should be conservatively interpreted. Nonlicensed anglers between age six and fifteen harvested 15.7% of the total and principally cropped bluegill, largemouth bass, and crappie as well as ten other species. Catfish, crappie and bluegill were the top three species taken home by adults in addition to twelve other species.

No expenditure information was asked in these surveys. However, the 1980 National Survey on fishing determined that the average expenditure per angler per year was $256.97 for Nebraska anglers aged sixteen years and older. If we assume that children spent the same amount it would mean that resident Nebraskan anglers spent nearly $140,000,000 in Nebraska's economy during

1981. Any calculated multiplier effects would need to be added on to this figure.

The impact of recreational fishing on the Nebraska economy is self-evident. Given the overwhelming percentage of fishing activities which take place on public waters, instate water resource management must then be adequate if Nebraskans are to continue pursuing this important activity which they see as part of the "good life".

REGULATING WATER RESOURCES

Nebraskans did express concern about the regulation of water resources which might influence their fishing activities. Of particular interest to Nebraskans is the availability of instream flows, or the lack thereof, on Nebraska streams and rivers. In the 1982 mailback survey the following question was asked:

> "Would you approve or disapprove legislation which would set certain water levels in Nebraska's streams and rivers to protect fish, wildlife, and other instream uses?"

Eligible responses ranged from strongly approve to strongly disapprove and no opinion (see Table 4). The majority of respondents (79.8%, 95% confidence interval ± 5.37%) strongly or somewhat approved of the state setting water levels in Nebraska streams and rivers. These findings were substantiated by a University of Nebraska survey of extension agents, government employees, and the general public in 1983 which reflected similar support for such legislation. Section 2-1586 and 37-435 Revised Statutes of Nebraska, 1943, 1984, Cumulative Supplement (Legislative Bill #1106) will go into effect February 15, 1985, and time will tell if this measure proves to be effective.

Certainly, it is the first step toward managing Nebraska's rivers and reservoirs as ecosystems to be protected and enjoyed by future generations.

In February 1973 the Nebraska Game and Park Commission officially adopted objectives and policies for general outdoor recreation and fish and wildlife. The objective for the latter is "To perpetuate and enhance the fish and wildlife resources of Nebraska for recreational, esthetic, educational and scientific use by Nebraskans and their visitors". Although these are attainable goals set by the Commission, the State of Nebraska to date has no overall goal on how to manage its water resources. This has led to considerable friction among state agencies mandated to carry out specific activities.

THE NEBRASKA ANGLER

A variety of age, income, and education backgrounds are evident as are the occupations of the Nebraska angler (see Table 8). Males participate in fishing activities more than females by a ratio of two to one. The majority of anglers (76.7%) reside in Standard Metropolitan Statistical Areas (Bureau of Census definition for Omaha, Lincoln, and adjacent areas) and urban communities (2,500 to 100,000 population). Rural anglers make up 23.3% of all adult anglers.

Nebraskans enjoyed an estimated 4,643,922 boating trips in 1981. About 41.0% of these trips involved fishing. Boat fishing trips also represented 20.0% of the approximatly 9.7 million statewide fishing trips in 1981. The majority of boating adults

(68.0%) boated in Nebraska only, 15.2% boated both in Nebraska and other states, and 16.8% stated they only boated outside of Nebraska.

As noted earlier, fishing generally occurs throughout the year with the vast majority of residents fishing between April and September. June and July are typically peak months but weather conditions may sometimes dictate a shift to some other month.

The majority (87.0%) of respondents drove less than 100 miles to take a fishing trip (Table 6). This does not mean that they never took longer trips -- only that the majority of their trips were short. Correspondingly, thirteen percent of respondents were willing to drive more than 100 miles to fish.

When questioned in detail about their catch, Nebraskans showed a considerable amount of variability in their fishing successes. Children (youths age 6 through 17) principally harvested bluegill (23.7%), largemouth bass (22.6%), and crappie (16.7%) while adults (age 18 and above) harvested catfish (25.0%), crappie (24.1%), and bluegill (11.7%) (Table 5). When combined, the top three species harvested in the state were crappie (22.8%), catfish (21.2%), and bluegill (13.9%) (Table 6).

ADOPTING A "STATE FISH"

Nebraska currently has no official state fish. Respondents were asked in the 1982 mail-back survey to indicate their preference if such a fish were to be identified. The number one choice by both adult and child anglers (Table 7) is the channel catfish, which was one fish they were most likely to have success in catching. Running a close second among adults were walleye and largemouth bass.

Conclusions

A wide range of Nebraskans have been and continue to pursue an important dimension of the "good life" through recreational fishing. This is evident not only from the fact that fishing occurs year-round, but from the fact that an estimated 543,787 Nebraskans fished at least once during calendar year 1981. This represents approximately one-third of the state's population and should attest to the importance people place on this activity. More directly, Nebraskans ranked fishing as the third most popular outdoor recreational activity behind walking and gardening.

The key to continuing the sport of fishing revolves around the three main ingredients of habitat, aquatic biota, and usage by Nebraskans. The latter two are of the utmost importance but nothing can be managed unless adequate habitats are maintained throughout Nebraska.

The complete report of this fishing survey can be obtained from the Fisheries Division, Nebraska Game and Parks Commission, 2200 N. 33rd Street/P. O. Box 30370, Lincoln, Nebraska, 68503.

Table 1. Percent Resident Anglers Who Fished By Month.

	1975	1981	1982	
Month	All Age Groups	Adults	Adults	Children
			(Dec. 81) 4.1	1.9
January	7.1	4.6	(Jan. 82) 7.3	11.1
February	8.0	4.2	8.3	---
March	14.2	8.1	20.2	7.4
April	43.6	24.1	45.6	29.6
May	79.3	47.8	68.4	53.7
June	83.0	70.5	81.3	90.7
July	76.4	75.9	76.7	87.0
August	76.8	63.2	66.8	70.4
September	51.6	32.3	44.0	25.9
October	24.3	13.8	17.1	25.9
November	7.2	5.3	5.7	7.4
December	6.6	4.0	---	---

Table 2. Estimated Total Fishing Trips in Calendar Year 1981 by Residents Age Six and Above.

Water Type	Children	Adults	Total Trips	(Percent)
Rivers and Streams	706,283	2,143,822	2,850,105	(29.2)
Lakes and Reservoirs	1,776,355	5,146,362	6,922,717	(70.8)
	2,482,638 (25%)	7,290,184 (75%)	9,772,822	(100.0)

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time needed for each question set. For many buyers, this procedure was repeated two or three times in order to trim time or to test revisions in the question wording.

It was our goal to keep the NASIS84 interview to a maximum of 45 minutes. Past experience suggests that this is the maximum length of interview that can be sustained without loss of data quality due to respondent (and interviewer) fatigue.

A significant change in the 1984 NASIS from previous years was the reduction in the targeted sample size to 900 interviews. In all previous NASIS surveys, the sample size was approximately 1800. The decision to go with 900 rather than 1800 interviews was reached on the basis of the funds available and the needs of the buyers. Several buyers were interested in only a one-half sample and other buyers found that their needs were better met by being able to purchase more minutes worth of questions on the survey, even if it meant a smaller sample size than usual. The reduction in sample size is intended as a one-year-only event. Plans to procede with the full sample size for the panel in 1985 are now underway.

An initial draft of the complete interview schedule was extensively pretested by professional interviewers. They were instructed to call households in Lincoln and in some smaller communities using the same procedures used for the regular survey. During the pretests interviewers were instructed to be particularly observant for problems in wording, item ordering, and skip patterns. Following the pretests, a debriefing meeting was held with the interviewers to go over the schedule item-by-item and to discuss problems encountered and reactions to the

Table 3. Estimated Annual Harvest of Fish by Children and Adults in 1982.*

Species	Children	
	Number	(Percent)
Bluegill	460,746	(23.7)
Largemouth Bass	439,541	(22.6)
Crappie	325,997	(16.7)
White Bass	240,661	(12.4)
Bullhead	238,273	(12.2)
Trout	97,716	(5.0)
Catfish	80,113	(4.1)
Carp	15,760	(0.8)
Yellow Perch	11,122	(0.6)
Walleye	10,481	(0.5)
Northern Pike	6,550	(0.3)
Smallmouth Bass	548	(0.03)
Striped Bass	545	(0.03)
All Other Species	18,712	(0.96)
	1,946,765	(100.00)

Species	Adults	
	Number	(Percent)
Catfish	2,167,842	(25.0)
Crappie	2,091,067	(24.1)
Bluegill	1,016,091	(11.7)
White Bass	837,970	(9.7)
Walleye	773,470	(8.9)
Largemouth Bass	725,942	(8.4)
Bullhead	274,159	(3.2)
Trout	226,788	(2.6)
Carp	178,708	(2.1)
Northern Pike	141,063	(1.6)
Smallmouth Bass	75,032	(0.9)
Yellow Perch	59,951	(0.7)
Striped Bass	28,212	(0.3)
Sauger	22,666	(0.3)
Paddlefish	6,209	(0.1)
All Other Species	46,904	(0.5)
	8,672,074	(100.00)

*Total estimated statewide harvest equals 10,618,839.

Table 3. Estimated Annual Harvest of Fish with Children and Adult Numbers Combined for 1982.

(continued)

Species	Number	(Percent)
Crappie	2,417,064	(22.8)
Catfish	2,247,955	(21.2)
Bluegill	1,476,837	(13.9)
Largemouth Bass	1,165,483	(11.0)
White Bass	1,078,631	(10.2)
Walleye	783,951	(7.4)
Bullhead	512,432	(4.8)
Trout	324,504	(3.0)
Carp	194,468	(1.8)
Northern Pike	147,613	(1.4)
Smallmouth Bass	75,580	(0.7)
Yellow Perch	71,073	(0.7)
Striped Bass	28,757	(0.3)
Sauger	22,666	(0.2)
Paddlefish	6,209	(0.1)
All Other Species	65,616	(0.6)
	10,618,839	(100.00)

Table 4. Response to Questions Asking if They Would Approve or Disapprove Legislation which Would Set Certain Water Levels In Nebraska's Streams and Rivers to Protect Fish, Wildlife, and Other Instreams Uses.

	Percent	Cummulative Frequency Percent
Strongly Approve	48.1	48.1
Somewhat Approve	31.7	79.8
Somewhat Disapprove	1.0	80.8
Strongly Disapprove	3.4	84.1
No Opinion	15.9	100.0

Table 5. Socioeconomic Characteristics of Adult Anglers Who Fished Nebraska Waters in 1981. (N=625)

	Percent
1. Sex	
Male	67.8
Female	32.2
2. Age	
18 - 34	43.5
35 - 59	38.8
60 and Over	17.7
3. Income	
$20,000 or More	54.3
Less Than $20,000	45.7
4. Education	
Less than High School	18.7
High School Diploma	59.1
Junior College	4.6
Bachelor's Degree	14.1
Masters Degree	3.4
5. Occupation	
Managerial	21.6
Craftsmen	11.0
Housewife	10.9
Farmer/Rancher	10.2
Professional	9.4
Service Worker	9.3
Clerical	8.3
Operatives (transportation,etc.)	7.2
Non-Farm Labor	5.0
Sales	4.9
Military	1.4
Farm Laborers	0.7
6. Residence	
Urban*	50.4
Omaha (SMSA)	19.0
Rural	
Farm or Ranch	15.6
Non-Farm	7.7
Lincoln (SMSA)	7.3

*Refers to communities between 2,500 and 100,000 population.

Table 6. Miles Driven for the Majority of Fishing Trips By Adults in 1982. (N=192)

	Percent	Cumulative Frequency Percent
Less Than 5 Miles	13.5	13.5
5 - 25 Miles	41.1	54.7
25 - 50 Miles	18.2	72.9
50 - 100 Miles	14.1	87.0
More than 100 Miles	13.0	100.0

Table 7. Preference for an Official State Fish by Anglers in 1982.

	Species	Adults (N=212) Percent
1.	Channel Catfish	18.9
2.	Largemouth Bass	14.2
3.	Walleye	13.2
4.	Crappie	10.8
5.	White Bass	5.7
6.	Rainbow Trout	3.3
7.	Paddlefish	2.8
8.	Bluegill	2.8
9.	Northern Pike	1.9
10.	Bullhead	1.9
11.	Carp	1.4
12.	Striped Bass	1.4
13.	Shiner Minnow	0.9
14.	Smallmouth Bass	0.5
15.	Red Gilled Guppie	0.5
16.	No Preference	19.8
		100.0

	Species	Children (N=45) Percent
1.	Channel Catfish	29.7
2.	Carp	10.2
3.	Smallmouth Bass	5.1
4.	Largemouth Bass	5.1
5.	Paddlefish	5.1
6.	Walleye	4.2
7.	Northern Pike	3.4
8.	Crappie	2.5
9.	Striped Bass	2.5
10.	Trout	1.7
11.	Drum	1.7
12.	Sauger	1.7
13.	No Preference	27.1
		100.0

List of reports already released using data gathered in the 1983 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

Report Number	Title
1	Designs, Procedures, Instruments and Forms for the 1983 NASIS. Helen A. Moore. Price: $7.50.
2	Effects of the Recession on Nebraskans. Alan Booth. Price: $1.00.
3	Nebraskans Attitudes on Taxing and Spending: An Examination of the 'More for Less' Paradox. Susan Welch. Price: $1.00.

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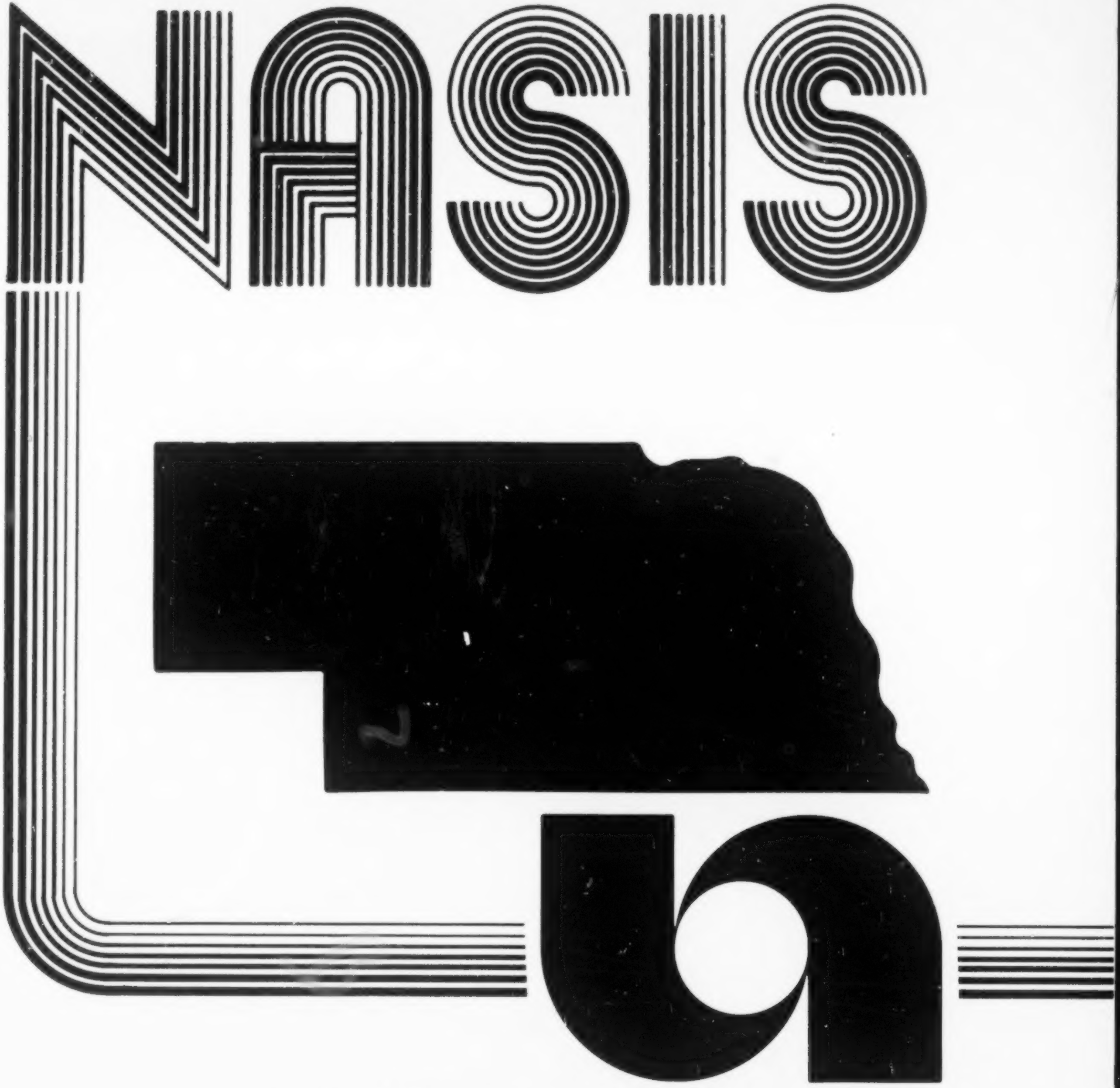

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-84, #1

DESIGNS, PROCEDURES, INSTRUMENTS AND FORMS FOR THE 1984 NASIS

David R. Johnson
Department of Sociology

Price: $7.50

Instrument Design and Item Selection

The Nebraska Annual Social Indicators Surveys are designed to meet the data needs of a diverse group ranging from sociological researchers to state planners. To meet these needs, the instrument for each survey is developed in two stages. First, a set of "core" questions is developed. These are repeated each year and cover basic demographic information, the quality of life, and general sociological indicators. The second set of questions comes from the agencies and organizations that participate in the survey. The two sets of questions are interdependent, thus the core questions are evaluated by participating agencies and the agency questions are evaluated by the Executive Committee of the Bureau of Sociological Research.

To meet the goal of providing trend data on the quality of life in Nebraska, a primary factor in choosing core questions for NASIS84 was comparability with the earlier seven studies. The core questions included in the previous seven studies were carefully evaluated for utility, comparability with other surveys, and validity. On the basis of this review, a few core questions were replaced, some were discarded, and some reworded.

The next step in the development of the instrument was to determine the data needs of the participants in the survey. Public agencies and faculty members desiring to purchase time on NASIS submitted questions which they wanted to have included in the survey. Questions submitted by buyers were then pretested by professional interviewers. These pretest results were used to improve the questions and to provide an estimate of interviewing

DESIGNS, PROCEDURES, INSTRUMENTS AND FORMS
FOR THE 1984 NASIS

Introduction

This report presents a detailed account of the design and fielding of the eighth Nebraska Annual Social Indicators Survey (NASIS). Users of NASIS84 data will find it an important reference source for answers to questions about how the information was gathered.

The Nebraska Annual Social Indicators Surveys were conceived as vehicles both for producing current, topical information about Nebraskans and also for monitoring change in life quality. Thus the surveys alternate between a cross-sectional and a panel component: each odd year the initial panel from 1977 is reinterviewed, whereas each even year a cross-sectional sample with new respondents is chosen. As an even year, NASIS84 represents a new cross-section of the adult population of Nebraska.

As in earlier surveys, NASIS84 is a joint effort of the Sociology Department of the University of Nebraska-Lincoln and a variety of public agencies. While the final responsibility for the design and fielding of the survey rests with the Bureau of Sociological Research, both the costs of the survey and its planning have been shared through an Advisory Committee of public agencies.[1]

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[1] See Appendix A for a copy of the Prospectus which details the circumstances under which public agencies participated in the Survey as well as a list of the membership of the NASIS84 Advisory Committee.

interview. As a result of the pretests, a few changes were made in question wording, some additions and clarifications were added to the interviewer manual and some questions were reordered.

Simultaneously to the pretesting, copies of the roughed out schedule were circulated among members of the Advisory Committee and all buyers. A unique feature of the NASIS series is that the data needed by many organizations and for many purposes are all gathered on the same population. This means that agencies or scholars whose primary interest is in health may have the benefit of information on alcoholism, on social security, and on recreation to increase the value of their data. Thus, each participant in the survey is vitally interested not merely in the inclusion of their own questions, but also in the selection of other participants and the core questions. Questions and comments were solicited and some adjustments made as a result of these.

Schedule Construction

For the most part, all respondents in NASIS84 were asked the same questions. The exception was an eight minute segment which, for half of the sample, contained questions on political issues, and for the other half, contained questions on the University of Nebraska. As a result two separate forms of the interview schedule were prepared. The completed schedules were stacked with forms alternating and interviewers were instructed to take schedules from the top of the stack to ensure that each form was used for half of the interviews. A copy of the complete schedule is found in Appendix B.

Population Sample and Sample Size

The sample is drawn from a population consisting of non-institutionalized persons in households with telephones residing in the State of Nebraska during the survey period (February through April, 1984). Persons under 18 years of age, persons in custodial institutions, group living quarters, and on military reservations, and transient visitors to the state are excluded from the sampling universe. The sample size was targeted at 900 respondents.

The Sampling Design

Random digit dialing has been used to select new respondents since the inception of NASIS in 1977. In that year, one-third of the sample was gathered using personal interviewing and area probability sampling techniques commonly used by major research organizations. The other two-thirds of the sample was selected using random digit dialing (RDD) techniques. A comparison of the two strategies found that the less expensive and simpler RDD sample yielded comparable results to the more time-consuming personal interview method.

Random digit dialing requires obtaining a list of all three-digit exchanges in the area to be covered and randomly selecting four-digit numbers as suffixes from a universe of all possible four-digit numbers. Every number, including unassigned, unlisted, previously assigned, and newly assigned numbers have equal probability of inclusion in the sample. If an equal number of four-digit numbers are selected from each three-digit area, the numbers will be good in proportion to the population of the area and a self-weighted simple random sample results.

A list of all three digit exchanges in the State of Nebraska had been purchased from the telephone company and used in previous NASIS years. These lists were updated by examining all communities with high rates of population change and adding and subtracting prefixes. For each prefix a fixed number of four-digit random numbers was selected. The number selected was determined by the sampling fraction for a household in Nebraska being included in the sample. For this study, this fraction was 1/370. Multiplying this fraction by 10,000 (since there are 10,000 possible 4-digit numbers in each prefix area--0000-9999) the number of random numbers to be selected is 27 in each three-digit area of the state.

A crucial step in using random digit dialing in rural areas is the screening of out-of-range numbers. In small communities, all numbers may be assigned within a very narrow range, say 1150 - 1199, so that only a small percentage of all possible four-digit suffixes are good numbers. In order to reduce the waste of interviewer time entailed in calling non-existent numbers, ranges were established for all prefixes in the state. Telephone directories covering the entire state were purchased and systematically checked to establish for each prefix a range within which numbers were assigned. Through this process some prefixes were also removed from the sample, for example, prefixes for government agencies or businesses.

A computer program was written on the Bureau's Apple II microcomputer which selected 27 four-digit numbers. These numbers were then compared with the ranges for each of the prefixes and all four-digit numbers falling outside the range were excluded. Numbers falling within the range were then combined with the prefix and printed on labels to be attached to cover sheets. The cover sheet included the area code, community name, generated telephone number, dialing instructions, and other information needed to record and follow the status of that number. A copy of the cover sheet used is included in Appendix C.

Selection of Respondent from Household

As NASIS is intended to be a sample of persons rather than households, a procedure was necessary to select the persons to be interviewed in each household contacted using a probability process. It would not be sufficient or representative to interview the person answering the telephone as these persons are not likely to be a random sample of all persons over 18 in the household.

Selection of respondents was accomplished by means of a set of selection tables randomizing the person to be interviewed for households with different numbers of eligible respondents. The selection table was printed on the label containing the telephone number to be dialed. Each selection table contained a designated respondent number for each household size category. thus, if the household contained 3 eligible respondents, one-third of the selection tables called for interviewing the first person listed, one-third the second listed, and the final third, the third person listed. In this manner, every eligible respondent had an equal opportunity of being selected within households with the same number of eligible respondents. (Interviewers were given a predetermined order in which eligible respondents were to be entered into the table, i.e., wife, husband, then by age, so that it was not possible for them to manipulate the selection tables so that the respondent was the person on the telephone.) After determining the designated respondent, the interviewers were then instructed to ask for that person, if the designated respondent was not the person initially answering the telephone. Often several additional telephone calls were necessary in order to find the designated respondent at home.[2]

It is obvious that a person in a household with five possible respondents would only have one-fifth the chance of being included in the sample as persons living by themselves. Weighting procedures are used in the computerized data file to adjust for these differences in selection probabilities. Thus the resultant sample is of individuals drawn from a sample of the population of individuals and can be treated as a simple random sample. If a sample of households is required, however, it can be achieved by altering the weighting procedures.

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[2] The same procedure was used to select a child for a set of questions requiring a sample of children. A separate selection table was also printed on the label for this selection process (See Appendix C).

Interviewer Training, Supervision, and Quality Control

All of the interviewers had previous experience in telephone interviewing and the majority were highly skilled with many years of interviewing experience, not only on local projects but also for such national survey organizations as NORC and the U.S. Bureau of the Census. With only a few exceptions, all of the interviewers used in the survey had previous experience with NASIS or other major Bureau surveys.

A field supervisor, herself an experienced interviewer and supervisor, was employed to handle the day-to-day supervision, training, and scheduling of the interviewing. The Field Supervisor worked closely with the Study Director in monitoring the progress of the survey and dealing with problems as they would arise. Training for the interviewers involved two steps. First, the Study Director and Interviewer Supervisor met all interviewers in a four-hour session and went over, in detail, the schedule and the procedures to be used. Each interviewer was given a detailed instruction manual (Appendix D) which they were instructed to read through carefully and which they were required to bring with them each time they interviewed.

Secondly, all interviewers were required to do five practice interviews which were carefully examined by Bureau staff for errors in skip patterns, inadequate records on open-ended questions, etc.

All of the telephoning was done from the offices of the Bureau of Sociological Research in Lincoln using the state MERS system and the direct free line to Omaha. The only calling done at home was a portion of the calls to persons with Lincoln exchanges. The consolidating of interviewing provided an opportunity for very careful supervision. The Supervisor, Study Director, and others on the Bureau staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent called back. The interviewers were required to edit their own interviews before turning them in, after which each interview was carefully edited by Bureau staff. This was done on a daily basis so that errors could immediately be brought to the attention of the interviewers and corrected. If answers were recorded incorrectly or questions skipped, the interviewer was asked to call the respondent back and correct the error. In addition, five percent of each interviewer's work was verified by a second call to the respondent by the Field Supervisor.

Processing of Completed Interviews

Completed interviews were carefully processed and recorded by the Bureau staff to ensure that each interview was accounted for and its progress along the various steps of editing, coding, keypunching, etc., could be monitored. All interviews were recorded in a process control log. An example of this log is given in Appendix E.

The first step of the processing involved the assignment of a sequence number which was recorded on the cover sheet and on the first page of the interview schedule. Each interview was checked to make sure the cover sheet showing respondent's name, telephone number, and interviewer I.D. was attached to the interview. Then each interview was entered into the process control log and edited by the Bureau staff. Interviews with problems were returned to the interviewers to be corrected; correct interviews were ready for keypunching. This was done directly from the schedule as card numbers and column numbers were included in the printed schedule. Ten IBM cards of data were keypunched during this step. Every interview was also punched a second time on the verifier. Verification is done to greatly reduce the chance of keypunching errors. As these steps were completed, the completion date was recorded in the log.

Information that could not be keypunched directly from the schedule was first processed through a coding procedure (described below).

The final process control step was the separation of the pages of the interview containing information that could identify the respondent by name or telephone number from the rest of the interview schedule. This involved removal of the cover sheet and the last several pages of the interview schedule. Since the sequence number and case identification number were recorded on both the cover sheets and the first pages of the interview schedule, these pages can be related back to the interview at a later date if necessary. This will be required only for data cleaning purposes and for locating the respondents again for future surveys. The information is separated in order to permit storage of the interview schedules without endangering the confidentiality of which the respondents are assured; the identifying pages themselves are stored in a locked cabinet.

Coding

Those items that could not be punched directly from the interview schedule were subjected to a coding process. This involved coding of geographical information and assignment of occuptional codes and prestige rankings. Coding was done by experienced Bureau staff. Many of the open-ended questions on NASIS84 were processed in a different way than was done in previous NASIS studies. In previous years "inductive coding" was employed. This involved assigning all open-ended responses to a set of categories that were inductively determined by the coders as they went through the interview schedules. This had the advantage of summarizing the data and assignment of a number code, but was very expensive, time consuming, and often involved loss of the detailed information that open-ended responses are designed to procure. In NASIS84, a mirccocomputer database program was used to store the complete open-ended responses for all items in their unaltered form. These are keyed by the respondent I.D. number, and can be merged with the large SPSS dataset containing the other survey information if needed. The responses for all the core, open-ended items are listed in Appendix F. Open-ended responses for questions asked by buyers have been provided to them and a copy of the responses has been retained in Bureau files.

Data Automation and Cleaning

Keypunching the information collected on the interview schedule permits manipulation of the data by computer. The ten cards of information for each case were moved to computer disc storage for pre-processing and data cleaning. The Statistical Package for the Social Sciences (SPSS) was the computer software package used to process and document this data set. The first step in data cleaning was to generate frequency distributions on each of the variables in the data set. These frequencies were then closely examined for codes that were not within the range of those assigned or codes that appeared to give unusual results. The identification numbers of the cases containing those codes were then printed out and the interview schedules examined to find the reason for the stray codes. Two kinds of errors were found and corrected in this manner: keypunching errors and errors in the manner in which the answer was recorded on the interview schedule. Most errors will have been detected and corrected using this procedure. This does not mean that all such errors were located. Some "hidden" errors were located and corrected, but more are expected to be present. However, because of the extensive editing and verification processes employed, only a very small fraction of the answers are likely to remain in error. As these errors are found, corrections will be made in the basic data set and users informed.

The cleaned, coded data were stored in an SPSS archive file containing over 500 variables. A list of all variables in the archive file and the names used by the SPSS program for each variable are included in Appendix G. Data sets for users involving subsets of items in the file were generated by removing the items from this main file. A codebook of most items on this file was generated and is stored on computer tape. Copies can be produced economically upon request.

The most economical and flexible manner to use the NASIS data is on the computer with the SPSS program. However, small card or magnetic tape files can be generated form the larger file for those without access to a machine containing SPSS.

Survey Response Rate

A total of 935 usable interviews were obtained. Twenty-five of these were only partially completed because the respondent was unable or unwilling to continue to the end of the interview schedule. Only those partials in which a substantial proportion of the interview was completed were included in the final data set. Other partials (24) were classified with the refusals.

Table 1 presents the disposition of all in-range telephone numbers selected in the sample. As is true in any random digit dialing method, a substantial proportion of the numbers were unassigned, disconnected, or were business and not household numbers. These are excluded from any calculation of a response rate. A second category of numbers represents cover sheets that were never called or for which there were less than five calls made to the number. These represent surplus cover sheets that remained uncalled once the targeted number of interviews was completed. These, along with the numbers that were called five or more times without a response, could be either inappropriate numbers or they could be actual eligible households. Previous studies have found that numbers called repeatedly at different times of the day and week without an answer are generally unassigned numbers. Nonetheless, calculation of a response rate in an RDD sample is difficult given the ambiguity about these numbers.

It is known that 1227 of the numbers contacted contained eligible respondents. Of these 292 were refusals, representing 24 percent of the eligible households. Refusals are of various types. Sixty-two of these were for health or age reasons. Some are quick hang-ups, in which the person hangs up before the interviewer has a chance to complete her/his introductory statement. In some cases the refusal is by the person answering the phone, even though they would not have been the designated respondent. The refusal rate was 3 percentage points higher than in the 1982 NASIS, but still within the range found in most telephone surveys of this type.

Estimates of Sampling Error

As this sample is a simple random sample of all households with telephones, estimates of sampling error are very straightforward. For easy reference Table 2 presents already computed sample errors for some of the most likely sample sizes. Exact sampling errors for alternative specifications of sample size and reported percentages can be easily computed using the following formula for the 95% confidence level: Sampling error = $1.96\sqrt{pq/N}$, where p is the proportion of the sample giving the desired response, $q = (1 - p)$, and N is the sample size.

Representativeness of the Sample

Since NASIS is a simple random sample of households with telephones in the State of Nebraska, the distribution of characteristics of the respondents should closely mirror those in the population. The major source of bias would be differential rates of refusals and telephone ownership rates. Since over 95 percent of Nebraska households have telephones, refusal rates are likely to represent the largest source of error.

Comparison of the 1980 Census figures with those from NASIS84 are presented in Table 3 and 4. In Table 3, the state is divided into six regions and the population in households estimated from NASIS is compared to those figures reported in the 1980 Census. None of the regions varies from the population percentage distribution by more than one percentage point, indicating that the sample is highly representative of regions of the state.

Table 4 compares the ages and sex of respondents with estimates for people over 18 years of age from the 1980 Census. Comparison of the age distributions finds that NASIS slightly overrepresents people under 49 and underrepresents those 65 and over. Experience with similar surveys suggests that older people are more likely to refuse than younger persons. However, the differences between NASIS and the Census fall well within the level that could be due to chance alone, suggesting good age representativeness.

Comparison of the distributions by sex finds females are over- and males under-represented in the sample. While 48 percent of the population over age 18 is male in the state, only 40.6

percent of the NASIS respondents are male. This difference is almost identical to that found in all previous NASIS telephone surveys and is mirrored in most major national studies. Males generally have higher refusal rates than females. Since sex is closely related to many other variables, a weighting procedure was used to correct for this underrepresentation. The weighting procedure is discussed in more detail below. As can be seen from the table, however, when the weight is used the proportion male and female mirrors the percent in the population.

NASIS Weights

Data from NASIS84 are available in two forms: an unweighted data set that is representative of households in Nebraska and a weighted data set that is representative of adults living in Nebraska.

The RDD procedure used to generate the sample for NASIS84 ensures that all households in the state with telephones have an equal probability of selection into the sample. Thus the unweighted data from NASIS84 describe a respresentative sample of households in the state. In this form, however, the data are not representative of adults living in the state. That is, within individual households, an adult living by himself (or more often herself) has twice the probability of selection as does an individual living with another adult. Thus, we introduce a weight, called PWATE, which includes a correction factor to compensate for differential probability of selection of the respondent within households with varying number of adults. This weight also includes a correction for the slight sex bias noted in

Table 4. When using PWATE the sample is representative of individuals 18 and over living in households with telephones in the state.

All analysis with the data set must specify whether the unweighted or the weighted data are required. When the user is interested in characteristics of households in Nebraska, the unweighted sample should be employed. On the other hand, when the analyst is interested in characteristics of individuals, PWATE would be the appropriate choice.

Cost of the Survey

The basic costs of fielding the survey are presented in Table 5. The total cost of fielding the survey is $24,976.19. Not included in the breakdown is the time of the Bureau Director or that of the faculty members who made significant contributions to the design and analysis of the survey. Computer charges are also not included. These costs, close to $2500, are part of the university's support for the project.

Table 1.

Outcome of Numbers Selected in Random Digit Dialing Sample

I. Total Inappropriate Numbers		2,263
Unassigned or Disconnected	2,004	
Business	249	
Other	10	
II. Total Not Contacted During Study Period - Less Than 5 Callbacks		218
III. Total No Answers After 5 Callbacks		368
IV. Total Eligible Contacts		1,227
Completed Interviews	910	
Partial Interviews	25	
Refusals	292 (24%)	

Table 2.

Approximate Sampling Error of Percentages

(Expressed in percentages)*

Reported Percentage	Full Sample N=935	75% Sample N=700	50% Sample N=468	25% Sample N=234	10% Sample N=94
50	3.3	3.8	4.6	6.5	10.3
30 or 70	2.9	3.5	4.2	6.0	9.5
20 or 80	2.6	3.0	3.7	5.2	8.3
10 or 90	2.0	2.3	2.8	3.9	6.2
5 or 95	1.4	1.7	2.0	2.9	4.5

*Figures refer to the 95 percent confidence level. This means that approximately 95 out of 100 times, the reported percentage will fall within plus or minus the sampling error figure given in the table. For example, if 22 percent of the total sample responded "Yes" to an item on NASIS, then the interval in which 95 out of 100 samples would be expected to fall would be 22% + or - 2.6%, or 19.4 through 24.6.

Table 3.

Percentage Distribution of Population by Region

Region	1980 Census	Population In Households From 1984 NASIS
Panhandle	6	6
Southwest	9	10
South Central	13	13
North	14	15
Omaha Area	34	34
Southeast	24	23

Table 4.

Representativeness of Sample by Age and Sex*

	1980 Census	1984 NASIS
Age:		
Under 35	38	41
35 - 49	22	24
50 - 64	20	20
65 +	19	15
Sex:		
Male	48	48
		(40.6)**
Female	52	52
		(59.4)**

*Figures for the NASIS sample have been weighted using PWATE. This adjusts the figures for the number of adults in households and also includes a correction for the sex distribution.

**Sex distribution before correction in the weighting factor.

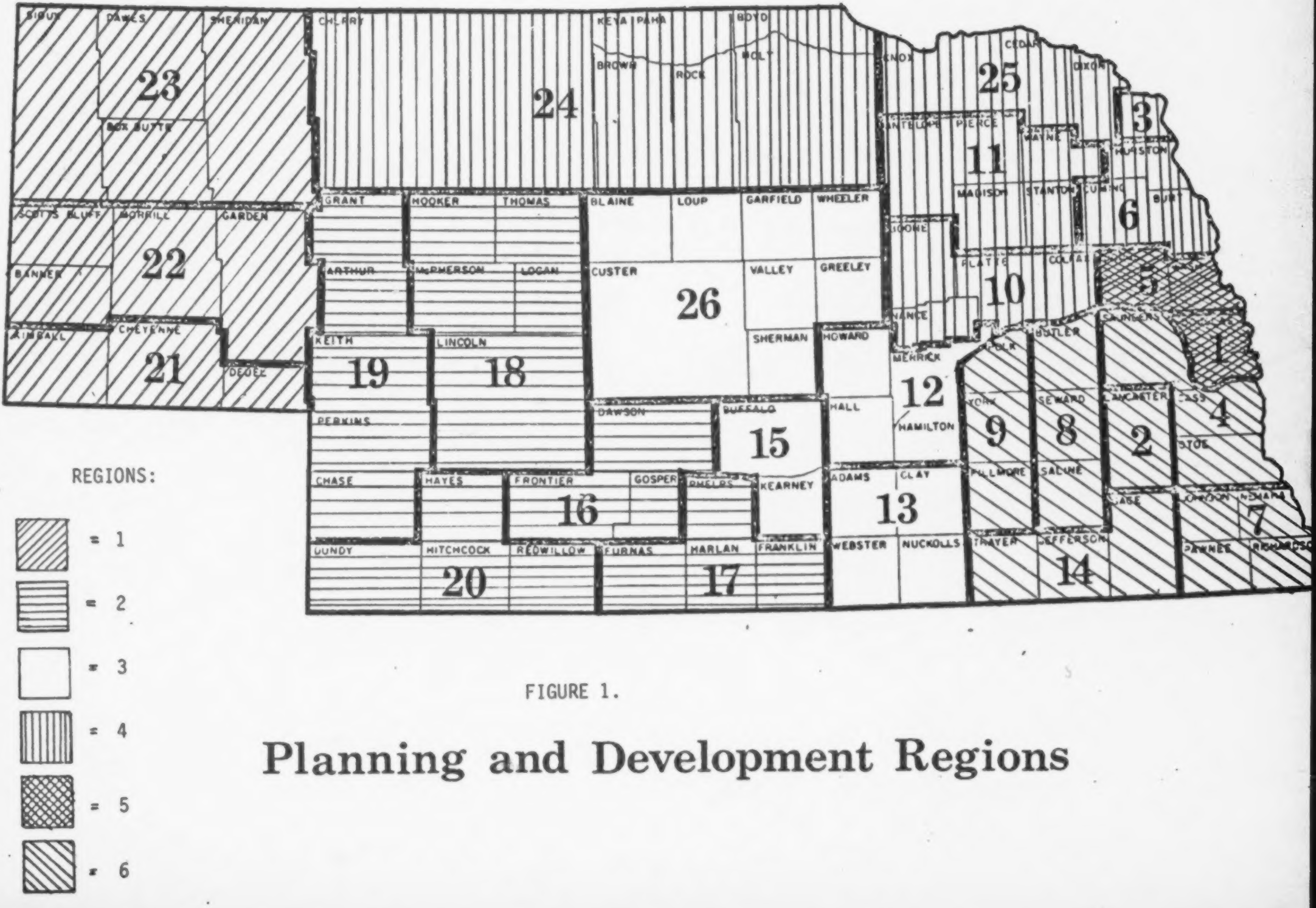
Table 5.

Summary of Expenses

Secretarial-Typing	$ 646.85
Coding-Clerical	2,975.25
Keypunching	1,878.50
Interviewing	10,977.00
Field Supervision	939.25
Programming	2,730.00
Xeroxing and Office Supplies	466.17
Telephone	4,363.17
	$24,976.19

Cost Per Interview $$\frac{\$24,976.19}{910} =$$

$ 27.45


SIOUX
DAWES
SHERIDAN
BOX BUTTE
SCOTTS BLUFF
MORRILL
GARDEN
BANNER
KIMBALL
CHEYENNE
DEUEL
CHERRY
KEYA PAHA
BOYD
BROWN
ROCK
HOLT
KNOX
CEDAR
DIXON
ANTELOPE
PIERCE
WAYNE
THURSTON
MADISON
STANTON
CUMING
BURT
BOONE
PLATTE
COLFAX
NANCE
SAUNDERS
BUTLER
POLK
MERRICK
GRANT
HOOKER
THOMAS
BLAINE
LOUP
GARFIELD
WHEELER
ARTHUR
McPHERSON
LOGAN
CUSTER
VALLEY
GREELEY
SHERMAN
HOWARD
KEITH
LINCOLN
PERKINS
DAWSON
BUFFALO
HALL
HAMILTON
YORK
SEWARD
LANCASTER
CASS
OTOE
CHASE
HAYES
FRONTIER
GOSPER
PHELPS
KEARNEY
ADAMS
CLAY
FILLMORE
SALINE
GAGE
JOHNSON
NEMAHA
DUNDY
HITCHCOCK
REDWILLOW
FURNAS
HARLAN
FRANKLIN
WEBSTER
NUCKOLLS
THAYER
JEFFERSON
PAWNEE
RICHARDSON
1
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7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
REGIONS:
= 1
= 2
= 3
= 4
= 5
= 6

FIGURE 1.

Planning and Development Regions

APPENDIX A

PROSPECTUS

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY (NASIS)

PROSPECTUS 1984

Bureau of Sociological Research
Sociology Department
University of Nebraska
Lincoln, Nebraska 68588
402-472-3672

David R. Johnson, Bureau Director

Helen A. Moore, Study Consultant

Alan Booth, Coordinator of External Relations

WHAT IS IT?

The Nebraska Annual Social Indicators Survey (NASIS) is an omnibus survey of the quality of life in the state. NASIS is a product of the Bureau of Sociological Research of the University of Nebraska-Lincoln working in collaboration with state agencies and other educational and research organizations. Each year (beginning in 1977) a representative sample of Nebraskans is interviewed by telephone about the environment, housing, health, recreation, occupation, education, family life, and other matters that reflect the quality of life they experience. The data are used by a variety of organizations for policy and program planning and by faculty and students at the University of Nebraska for research. In addition, NASIS data from trend and panel surveys are used to monitor change in quality of life. After each year's survey, reports are prepared and made available for general use.

HOW IS IT FINANCED?

The Nebraska Annual Social Indicators Surveys are financed jointly by the University of Nebraska-Lincoln and by State agencies who wish to include questions on the survey. Some public agencies and University Departments buy time on the survey on a once-only or over-time basis. The remainder of the funding comes from the University as an extension of its objectives of providing research and service to the State.

HOW IS IT ORGANIZED?

The Bureau of Sociological Research conducts the study and has final responsibility for the organization and structure of the survey and produces reports under its name. Public agencies and University Departments, however, play an integral role in planning each survey. The NASIS Advisory Committee, consisting of representatives from State and local agencies, University Departments and other Nebraska Colleges and Universities, is active in planning the details of each survey including sampling design, questionnaire development, field work, data analysis, and report preparation. Contact is maintained by phone, mail, meetings, and workshops. These serve: (1) to advise members of our progress; (2) to obtain the benefit of their thinking on the project; and (3) to devise ways in which the survey might be more fully utilized by policy, program, and research organizations. The committee serves in an advisory capacity, but does not have authority to direct the policies and procedures of the project. Members of the Advisory Committee are listed below. Those marked with an asterisk (*) have bought time or access to the data.

State of Nebraska

*Division on Alcoholism, Nebraska Department of Public Institutions
*Division of Health Systems Planning, Nebraska Department of Health
*Division of Research and Statistics, Nebraska Department of Public Welfare
Nebraska Commission on Aging
*Nebraska Commission on Law Enforcement and Criminal Justice
*Nebraska Department of Economic Development
*Nebraska Department of Energy
*Nebraska Department of Health
*Department of Public Institutions
*Department of Public Welfare
*Nebraska Game and Parks Commission
Nebraska State Office of Planning and Programming
Nebraska Technical Assistance Agency
*Planning and Research, State Department of Education

University of Nebraska:

*Actuarial Science Department, Lincoln
Agricultural Experiment Station, Lincoln
Agricultural Extension Service, Lincoln
*Bureau of Business Research, Lincoln
*Center for Applied Urban Research, Omaha
Regional Planning Department, Lincoln
*Cooperative Extension Service, Lincoln
*Gerontology Program, Omaha
NETV
*Health Education, Lincoln
Human Development and the Family, Lincoln
Institute of Agriculture and Natural Resources, Lincoln
*Political Science Department, Lincoln
*Sociology Department, Lincoln and Omaha
*University of Mid-America, Lincoln

Other

Boys Town Center for the Study of Youth Development
Creighton University, Sociology Department

Public organizations interested in becoming a member of the Advisory Committee should call the NASIS Study Director about becoming a member. Those who do not wish to be on the Advisory Committee but wish to remain informed about NASIS should call the Bureau of Sociological Research and request to be placed on the mailing list.

WHAT DATA ARE COLLECTED?

Part of the survey varies from year to year. Some agencies only purchase items on one survey. They appear one year only. Other agencies buy the same items year after year in order to assess change. Such items appear many times.

The data gathered by each survey thus vary from year to year. There is, however, a core of quality of life items that appears on each survey. These items were selected in consultation with the Advisory Committee to meet two criteria: (1) provide information of most use for policy formation at the State and local level; and (2) provide maximum comparability with other social indicators data banks.

HOW IS THE STUDY DESIGNED?

The sampling frame and procedures are based on techniques used extensively by the major national survey research centers. They are designed to provide the best quality data possible. Probability procedures are used to permit accurate estimation of sampling errors and to minimize problems associated with sampling bias.

Definition of Population to be Sampled

The sample is drawn from a population consisting of non-institutionalized persons residing in the State of Nebraska during the survey period living in households with telephones. Persons under 18 years of age, persons in custodial institutions and on military reservations, transient visitors to the state, and persons without telephones are excluded from the sampling universe. The sample is designed to be used both as a sample of individuals drawn from the population of individuals and a sample of households. Household information is obtained and the respondents in the sample provide information on other household members.

Sampling Technique

The sampling technique used by NASIS is Random Digit Dialing (RDD). This technique has been carefully evaluated for its validity. NASIS 1977 included both a sample chosen by random digit dialing and one chosen by conventional area probability techniques using interviews conducted in person. Extensive comparison of the results of the two sampling and interviewing techniques demonstrated that the RDD technique produces results of comparable quality and representativeness to conventional sampling procedures but at significantly lower cost.

The basic logic of an RDD sample is very simple. Within each three-digit exchange in the survey area, four-digit suffixes are selected randomly from all possible four-digit numbers. Every number, including unassigned, unlisted, previously assigned, and newly assigned numbers has an equal probability of inclusion in the sample. An equal number of four-digit numbers is selected from each prefix, these numbers are good in proportion to the population within that exchange and a self-weighted simple random sample results. This procedure overcomes the problems inherent in getting telephone numbers from directories: that directories are often compiled twelve or more months before interviewing takes place and that unlisted numbers are excluded.

Interviewing

All interviewing is done on the telephone by experienced, professional interviewers. The interviewing takes place from the offices of the Bureau of Sociological Research from February through April of each year. This procedure makes possible a high degree of quality control as all interviewers are centrally located and are closely supervised.

Sample Size

The sample consists of 1800 respondents. The sampling error for a sample size of 1800 is 2.4 percent at the 95 percent confidence level. The design is based on an acceptable level of error for regional subsamples based on the proportion of the population in the smallest region when the State is divided into six or fewer regions. When divided into six regions, the smallest region would contain not less than 4 percent of the State's population (approximately 72 respondents in a sample of 1800). Around ± 12 percent accuracy at the 95 percent confidence level is defined as the acceptable tolerance limit for this size subsample. The six regions are the planning areas used most extensively by State agencies for programmatic purposes.

Sample Components-The Trend and the Panel Surveys

NASIS is designed to serve two functions: first, to provide contemporary data on single years and, secondly, to provide a picture of changes in quality of life in the State. To that end, NASIS has two components, a trend and a panel segment.

The NASIS study design calls for using the 1977 respondents as the basis for a panel. These respondents have been recontacted every two years (1979, 1981, 1983) and will be recontacted until they leave the population through death or migration, refuse to participate any longer, or cannot be located after a residential move. The panel is used both to describe conditions in the current year and to describe changes over time. On each even numbered year (1978, 1980, 1982, 1984) a new sample of respondents is drawn using Random Digit Dialing sampling procedures. This is called the trend sample, and consists of a cross-sectional selection of the population chosen by Random Digit Dialing.

Other Design Considerations

A. Special subsamples within the general frame. It may be that a user does not want information on all respondents but only a clearly specified subpopulation. Provisions can be made in the design to interview either a random segment of the total or a systematically selected segment based upon respondent characteristics. The cost per minute of survey time would be adjusted in these cases.

B. Additional interviews added to increase subsample size for a special study area. Provisions are made within the design for oversampling either persons in certain geographical areas or possessing certain characteristics (e.g., Mexican-Americans or inhabitants of a certain county). Some oversampling will involve a straightforward extension of the sampling design and can be done with minimal additional expense beyond the per unit cost. Additional interviewing involving new sampling procedures or screening designs would have to be integrated at considerable additional per unit cost.

C. Coding of geographical location of respondent. A complex location code will be included on each respondent's record to permit subdivision of the sample into any kind of regional configuration that may be developed. This will permit flexibility in the present climate of controversy over regional delineation of the state.

D. Confidentiality of responses. No user of the data, either within or outside of the University, shall have access to the names and addresses of the respondents. This information will be held in complete confidence by the Bureau of Sociological Research and will only be used to find respondents from one year to the next and to verify the work of the interviewers.

WHAT DOES IT COST TO USE NASIS?

There are two ways an organization may make use of the Nebraska Annual Social Indicators Survey. One is to buy questions on the survey and thus to specify the data they want to be gathered. The other is to buy access to the data collected without adding additional questions.

Buying Access to the Data

Organizations who wish access to the data without adding questions to the survey may buy either single questions or entire data sets.

Organizations or individuals buying access to the data may buy access to individual questions for $10.00 each or may gain access to all unrestricted items through purchase of a data set for $500.00. Frequency distributions on all purchased items will be provided. Computer charges for additional analysis will be billed at cost plus 20 percent. Programmer-analyst time is $20.00 per hour and statistical consultation is available for $40.00 per hour. Organizations may provide their own tapes or the Bureau of Sociological Research can provide tapes for $35.00 per tape. Users may wish to take advantage of buyer workshops which provide basic information needed to use NASIS data. Enrollment fee is $50.00. The information provided in the workshops is available from programmers but the individual instruction is more costly.

Buying Questions on the Survey

Organizations may purchase items on NASIS of $2,250 per minute of interview time. The time for a set of items is established by a pre-test conducted by NASIS staff. This charge rate assumes that most of the items are precoded into numeric categories. Items that require post-interview coding of open-ended answers will be billed at a higher rate to reflect the coding costs. Several coding options are available. In return for the fee, organizations receive the responses to their own as well as 20 other questions from a random sample of at least 1800 Nebraskans plus limited cross-tabular analysis of their data.

If an organization elects to have the Bureau of Sociological Research analyze the data, they will receive frequency distributions on the items they have purchased plus any 20 items they choose from the core. In addition, they receive cross-tabular analyses of their data. Total number of cross-tabulations provided will be limited to three two-way tables for each purchased item (or the equivalent). Creation of scales or indeces from items, or extensive transformations of purchased or demographic items will involve an extra charge. Additional programmer-analyst time will be billed at $20.00 per hour. Computer charges over and above the basic frequencies and cross-tabulations will be billed at cost plus 20 percent. Access to additional core questions may be purchased for $10.00 per item. Access to the entire set of unrestricted items is available through the purchase of a data set for $500.00.

If an organization elects to do their own analysis, they will receive a data set containing purchased items plus any 20 items they choose from the core. Frequency distributions of these items are also provided. Organizations may supply their own tape or NASIS can provide one for $35.00. Additional core questions may be added to the data set for $10.00 per item or the remainder of the core and unrestricted items may be purchased for $500.00

User Obligations, Rights and Safeguards

City, State, Region, and other public service agencies along with other University Departments that purchase items in the trend or panel study have exclusive use of the items (not core items) they purchase for one year from the time they receive the data analysis, or until they publish their report, whichever is earlier. However, the items may be used by faculty and students for training purposes or to prepare scientific papers. Permission is to be obtained from the purchasing agency if such papers are to be read or published during an agency's exclusive use period.

Agencies may purchase core and other data analysis not under exclusive contract at any time. All users must file, in writing with the Study Director, a description of the analysis they intend to undertake. Data and analysis will not be sold to another agency to work on the same problem for a period of one year, or until the report is completed (if less than a year) or the agency waives such rights. Agencies must acknowledge the use of Nebraska Annual Social Indicators Survey data in all reports for which it is used as follows:

> The data were collected as part of the Nebraska Annual Social Indicators Survey conducted by the Bureau of Sociological Research, University of Nebraska-Lincoln. The Bureau of Sociological Research assumes no responsibility for the views or interpretations contained herein. A detailed description of the way in which the data were collected is contained in the booklet, "Nebraska Annual Social Indicators Survey," which may be obtained by writing the Study Director, Nebraska Annual Social Indicators Survey, University of Nebraska-Lincoln, Lincoln, Nebraska, 68588.

The Bureau of Sociological Research must receive two copies of all reports published using NASIS data.

WILL NASIS FINDINGS BE PUBLISHED?

Following each survey a series of short reports (3 to 10 pages) will be released on topics of general interest to the citizens of the State as well as on topics of interest to the makes, administrators, and researchers in special areas. The topics selected depend on the interest and support of local participating agencies. Each report includes a section devoted to the implications of study findings for public policy. The reports are not in-depth analyses. Those requiring a more detailed analysis are encouraged to purchase same. A list of the reports available from the 1981 and 1982 survey years are listed on the last pages of the Prospectus. A list of reports from earlier years is available on request. They may be ordered from the Bureau of Sociological Research.

To maximize the utilization of the data it is possible for interested agencies to contract with the Bureau of Sociological Research for mini-workshops in which members of an agency meet with a NASIS staff member. The first part of the workshops might consist of a general report on the implications of the study for policy. This would be followed by the identification of specific issues, questions and areas of policy formation in which the results of the study might constitute significant input. Subsequent discussion could focus on the means (staff meetings, committee hearings, etc.) whereby these results might be utilized. Depending on the outcome of the meeting, subsequent analysis and interpretation could be undertaken.

If you have any questions about how NASIS can be used by your organization, please contact David Johnson. The NASIS staff is available to meet with you to discuss your data requirements and the cost and suitability of meeting them with NASIS data.

Bureau of Sociological Research
University of Nebraska-Lincoln
(402) 472-3672

REPORTS FROM 1981 AND 1982 NASIS SURVEYS

NASIS-81:

No.	Title
1	Designs, Procedures, Instruments and Forms for the 1982 NASIS. Lynn K. White. Price: $7.50.
2	Nebraskans' Interest in Government and Politics. Susan Welch. Price: $1.00.
3	The Political Consequences of the "Age of Limits". Lynn K. White and David B. Brinkerhoff. Price: $1.00.
4	Nebraskans and Public Welfare. Helen A. Moore, Miguel A. Carranza, and the Department of Public Welfare. Price: $1.50.
5	Housing and Attitudes Toward the Community. Alan Booth. Price: $.75.
6	Nebraskans and Their Natural Environment: Four Years Later. Alan Booth. Price: $1.00.
7	The Mental Health Status of Nebraskans. Lynn K. White and Peter G. Beeson. Price: $1.50.
8	Independence and Institutions: Living Situations for Mentally Handicapped Citizens in Nebraska. Miguel A. Carranza and Helen A. Moore. Price: $1.00.
9	Juvenile Offenders: Public Attitudes Toward Appropriate Placements. Miguel A. Carranza and Helen A. Moore. Price: $1.00.
10	Three-Wave Panel: 1977 - 1979 - 1981. Helen A. Moore. (Not Available for Public Distribution.)
11	Nebraska and the State Ombudsman. Robert D. Miewald and John C. Comer. Price: $1.00.

NASIS-82:

No.	Title
1	Designs, Procedures, Instruments and Forms for the 1982 NASIS. Helen A. Moore. Price: $7.50.
2	Attitudes Toward Social Security. Warren Luckner. Price: $1.25.
3	Community Colleges and Higher Education. Helen A. Moore. Price: $1.00.
4	The Status of Older Nebraskans. Jane C. Ollenburger and the Bureau of Sociological Research. Price: $1.50.
5	Social Responses to Scarcity. Alan Booth. Price: $1.00.
6	A Look at Nebraskans' Favorite Outdoor Recreational Activities. David R. Johnson and Laurie K. Scheuble. Price: $.75.
7	Social Security and Government Spending: The Elderly Speak Out. Jane C. Ollenburger and the Bureau of Sociological Research. Price: $.75.
8	Support for Programs Related to Alcohol Problems. Helen A. Moore. Price: $.75.
9	Nebraskans and Health Risks: Social Indicators of Health Status. Stephanie L. Shanks and Richard L. Meile. Price: $.75.
10	Nebraskans' Views on Public Welfare Issues. Carol Moats Tomer and Mary Olsen, Nebraska Department of Public Welfare. Price: $.75.
11	The New Religious Right: An Examination of the Value Dislocation Hypothesis. Helen A. Moore and Hugh P. Whitt. Price: $1.00.
12	Risk Factors and Utilization of Physician and Hospital Services. Richard L. Meile and Stephanie L. Shanks. Price: $.75.

APPENDIX B

INTERVIEW SCHEDULE

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska

Interviewer Name ____________________

Interviewer No. ____________________
(11-12-13)

NASIS 1984
INTERVIEW SCHEDULE

1. Write I.D. No. from Cover Sheet Here:

   ___ ___ ___ ___
   14 15 16 17

2. Time Interview Began (Use 24 hour clock, i.e., 1 o'clock is 1300.)

   ___ ___ ___ ___
   18 19 20 21

3. Time Interview Ended (Including Interviewer Ratings at End.)

   ___ ___ ___ ___
   22 23 24 25

4. Length of Interview in Minutes

   ___ ___ ___
   26 27 28

5. Date Interview Completed   Month / Day

   ___ ___ / ___ ___
   29 30 31 32

6. Day of Week Interview Completed

Monday.........	1	
Tuesday........	2	
Wednesday......	3	
Thursday.......	4	(33)
Friday.........	5	
Saturday.......	6	
Sunday.........	7	

7. First Digit of Area Code

   ___
   34

8. Prefix

   ___ ___ ___
   35 36 37

1. First, I would like to know who lives there and a little about each person. What is the name of each person who lives there today, excluding temporary visitors. LIST IN ORDER - PRINCIPAL INCOME EARNER, SPOUSE, CHILDREN FROM OLDEST TO YOUNGEST, OTHER RELATIVES, OTHERS NOT RELATED TO PRINCIPAL INCOME EARNER (BOARDERS, FRIENDS, ETC.) FOR EACH PERSON NAMED, ASK: (RECORD ANSWERS ON SUMMARY TABLE.)

2. How is this person related to the principal income earner?

3. Is this person male or female?

4. What was this person's age on (his/her) last birthday?

5. Is this person married, never married, divorced, widowed, or separated?

6. How many years of schooling has this person completed?

   A. IF FINISHED 9th - 12th GRADE, OR DK: Did (you/he/she) ever get a high school diploma or GED Certificate?

   B. IF MORE THAN 12 YEARS, ASK: Do you (Does he/she) have any college degrees? IF YES, What degree or degrees?

(CODE HIGHEST DEGREE EARNED. RESPONSE CATEGORIES: Less than High School = 0, High School = 1, Associate or Junior College (L.P.N.) = 2; Bachelor's (R.N.) = 3; Graduate Degree = 4; DK = 8; REF = 9.)

USE THE TABLE OF RANDOM NUMBERS ON THE COVER SHEET LABEL TO SELECT A CHILD. IN SELECTION PROCESS, ONLY CHILDREN OF R. 6 - 17 YEARS OF AGE ARE ELIGIBLE.

CODE THE STATUS OF EACH INDIVIDUAL IN THE SURVEY.

Have I missed anyone who usually stays there but is temporarily away?

(THIS MEANS PEOPLE WHO NORMALLY LIVE THERE BUT ARE GONE FOR A SHORT PERIOD OF TIME. NOT, FOR EXAMPLE, COLLEGE STUDENTS OR OTHERS WITH ANOTHER ADDRESS WHO ARE AWAY MOST OF THE TIME. THESE WOULD NOT BE INCLUDED.)

SUMMARY TABLE FOR PERSONS IN DWELLING UNIT

		Relation to P.I.E.							Marital Status								Status in Survey				
	RESIDENT	P.I.E.	Spouse	Child	Relative	Other	Sex 1 2	Age	Married	Widowed	Divorced	Separated	Never Married	Married, Living Apart	Years of Schooling	Highest Degree	Respondent	R.'s Spouse	Selected Child	Other	
1.	______	1	2	3	4	5	M F (39)	__ __	1	2	3	4	5	6	__ __	__ (45)	1	2	3	4	(38-46)
2.	______	1	2	3	4	5	M F (48)	__ __	1	2	3	4	5	6	__ __	__ (54)	1	2	3	4	(47-55)
3.	______	1	2	3	4	5	M F (57)	__ __	1	2	3	4	5	6	__ __	__ (63)	1	2	3	4	(56-64)
4.	______	1	2	3	4	5	M F (66)	__ __	1	2	3	4	5	6	__ __	__ (72)	1	2	3	4	(65-73)
5.	______	1	2	3	4	5	M F (12)	__ __	1	2	3	4	5	6	__ __	__ (18)	1	2	3	4	CARD 2. (11-19)
6.	______	1	2	3	4	5	M F (21)	__ __	1	2	3	4	5	6	__ __	__ (27)	1	2	3	4	(20-28)
7.	______	1	2	3	4	5	M F (30)	__ __	1	2	3	4	5	6	__ __	__ (36)	1	2	3	4	(29-37)
8.	______	1	2	3	4	5	M F (39)	__ __	1	2	3	4	5	6	__ __	__ (45)	1	2	3	4	(38-46)
9.	______	1	2	3	4	5	M F (48)	__ __	1	2	3	4	5	6	__ __	__ (54)	1	2	3	4	(47-55)
10.	______	1	2	3	4	5	M F (57)	__ __	1	2	3	4	5	6	__ __	__ (63)	1	2	3	4	(56-64

7. In what county do you live? ______________________ (65) (66) (67)

8. Do you live on a farm, in open country but not on a farm, or in a town or city?

Farm................	1	
Open country but not farm.........	2	(68)
Town or City........	3	
DK.............	8	
REF............	9	

IF TOWN OR CITY, ASK:

A. What community do you live in? ______________ (69) (70) (71) (72)
(Name of Town/City)

9. Is someone from your household actively farming or ranching this year?

Yes..................	1	
No...................	2	(73)
DK.............	8	
REF............	9	

10. All things considered, would you say that your community is safer from crime, about as safe, or not as safe as it was two years ago?

Safer from crime....	1	
About as safe.......	2	
Not as safe.........	3	
Did not live in this community two years ago...............	4	(74)
DK.............	8	
REF............	9	

11. In some neighborhoods people have gotten together and organized to help reduce crime in their neighborhood. Sometimes these organizations are called Neighborhood Watch. As far as you know, is there a Neighborhood Watch group or similar organization in your neighborhood?

	Yes.............	1	
SKIP TO Q. 12.----->	No..............	2	(75)
	DK.........	8	
	REF........	9	

11. A. Have you, or anyone in your household, been contacted by this group about ways you can help reduce crime in your neighborhood?

	Yes..............	1	
SKIP TO Q. 12.----->	No...............	2	(76)
	DK..........	8	
	REF.........	9	

1. Have you, or has anyone in your household, attended any meetings of this group?

Yes..............	1	
No...............	2	(77)
DK..........	8	
REF.........	9	

12. Last week, were you working full-time, part-time, going to school, keeping house, or what?

Skip To Q. 12.B.	Working full-time (35 hours or more)..........	01	
	Working part-time (1 to 34 hours).............	02	CARD 3
	With a job, but not at work because of temporary illness, vacation, or strike.......	03	
	Unemployed, laid off, looking for work........	04	
	Retired......................................	05	(11)
	In School....................................	06	(12)
	Keeping House................................	07	
	Other (Specify)______________________________.	08	
	DK.............	98	
	REF............	99	

A. Were you ever employed for as long as one year?

SKIP TO Q. 13.------->	Yes...............	1	
	No................	2	(13)
	DK.........	8	
	REF........	9	

B. What kind of work do (did) you normally do? (OBTAIN JOB TITLE, DUTIES, INDUSTRY, SELF-EMPLOYED OR EMPLOYEE. IF FARM, OBTAIN NUMBER OF ACRES OWNED AND/OR RENTED, WHETHER IRRIGATED OR NONIRRIGATED. FOR MILITARY, OBTAIN RANK.)

____ (14)
(15)

____ (16)
(17)

____

IF CURRENTLY EMPLOYED:

C. How long have you worked at this job?

NUMBER OF MONTHS.__ __ __		(18)
DK..............	998	(19)
REF.............	999	(20)

ASK IF R. IS CURRENTLY MARRIED. OTHERWISE, SKIP TO Q. 14.

13. Last week was your (wife/husband) working full-time, part-time, going to school, keeping house, or what?

Skip TO Q. 13.B.	Working full-time (35 hours or more)..........	01	
	Working part-time (1 to 34 hours).............	02	
	With a job, but not at work because of temporary illness, vacation, or strike......	03	
	Unemployed, laid off, looking for work........	04	(21)
	Retired.......................................	05	(22)
	In School.....................................	06	
	Keeping House.................................	07	
	Other (Specify)______________________________.	08	
	DK.............	98	
	REF............	99	

IF RETIRED, IN SCHOOL, KEEPING HOUSE, OR OTHER:

A. Did (he/she) ever work for as long as one year?

	Yes.............	1	
SKIP TO Q. 14.------->	No..............	2	(23)
	DK..........	8	
	REF........	9	

B. What kind of work does (did) (he/she) normally do? (OBTAIN JOB TITLE, DUTIES, INDUSTRY, SELF-EMPLOYED OR EMPLOYEE. IF FARM, OBTAIN NUMBER OF ACRES OWNED AND/OR RENTED, IRRIGATED OR NON-IRRIGATED. IF MILITARY, OBTAIN RANK.)

____ (24)
(25)
____ (26)
(27)
____

ASK ONLY IF SPOUSE CURRENTLY WORKING FULL- OR PART-TIME. OTHERWISE, SKIP TO Q. 14.

C. How long has (he/she) worked at this job?

NUMBER OF MONTHS.__ __ __		(28)
DK...............	998	(29)
REF.............	999	(30)

IF NEVER MARRIED, SKIP TO Q. 16.

14. How many times have you been married?

Once..................	1	
Twice.................	2	
Three times..........	3	
Four or More Times...	4	(31)
DK...............	8	
REF..............	9	

ASK ONLY IF CURRENTLY MARRIED AND LIVING WITH SPOUSE. OTHERWISE, SKIP TO Q. 16.

15. Taking all things together, how would you describe your marriage? Would you say that your marriage is very happy, pretty happy, or not too happy?

Very happy...........	1	
Pretty happy..........	2	
Not too happy........	3	(32)
DK................	8	
REF..............	9	

16. What is your religious preference? Is it Protestant, Catholic, Jewish, or some other religion, or no religion?

Protestant...........	1	
Catholic.............	2	
Jewish...............	3	
None.................	4	(33)
Other (Specify Religion and/or Denomination)....	5	
DK...............	8	
REF..............	9	

SKIP TO Q. 18.---->

17. What specific denomination is that, if any?

Baptist.............	01	
Methodist...........	02	
Lutheran............	03	
Presbyterian........	04	
Episcopalian........	05	
Church of Christ....	06	
Evangelical Free Church............	07	
Congregational......	08	
Christian (Disciples of Christ)........	09	(34-35)
United Church of Christ............	10	
First Christian.....	11	
Assembly of God.....	12	
No Denomination/None	13	
Other (Specify).....	14	
__________________		
DK..............	98	
REF.............	99	

18. How long have you been a (REPEAT INDICATED DENOMINATIONAL PREFERENCE)?

NUMBER OF YEARS..	__ __	(36)
DK..............	98	(37)
REF.............	99	

19. Are you a member of a local church?

Yes.................	1	
No..................	2	(38)
DK..............	8	
REF.............	9	

SKIP TO Q. 20.---------->

A. How long have you been a member of that church?

NUMBER OF YEARS.	__ __	(39)
DK...........	98	(40)
REF..........	99	

20. Did you happen to attend religious services in the last seven days?

Yes.................	1	
No..................	2	(41)
DK..............	8	
REF.............	9	

21. During the past year how often did you attend religious services? Would you say weekly or more, two or three times a month, monthly, only on religious holidays, rarely or never?

Weekly or more......	1	
2 or 3 times/month..	2	
Monthly.............	3	
Religious holidays..	4	(42)
Rarely/Never........	5	
DK.............	8	
REF............	9	

22. During the course of a year about how often do you say grace before meals? Would you say daily, weekly, at religious holidays, rarely or never?

Daily...............	1	
Weekly..............	2	
Religious holidays..	3	
Rarely..............	4	(43)
Never...............	5	
DK.............	8	
REF............	9	

23. Have you read the Bible or other devotional material at home during the past year?

Yes.................	1	
No..................	2	(44)
DK.............	8	
REF............	9	

SKIP TO Q. 24.------ (No, DK, REF)

A. About how often? Would you say once a week or more, several times a month but not weekly, or several times during the year but not monthly?

Once a week or more.	1	
Several times a mo., but not weekly....	2	
Several times during the year, but not monthly...........	3	(45)
DK.............	8	
REF............	9	

IF JEWISH, DO NOT ASK Q. 24.

24. (Are you planning to give up)/(Have you given up) anything for Lent?

Yes..................	1	
No...................	2	(46)
DK.............	8	
REF............	9	

25. During the past year, at home, did you do anything else religious or devotional?

Yes..................	1	
No...................	2	(47)
DK.............	8	
REF............	9	

26. Some people are members of different kinds of groups, while others are not members of any. I am going to read examples of the types of groups we are interested in and I want you to tell me if you belong to any groups like these:

1. Do you belong to any Church-Related groups, such as Board or Standing Committee, Men's or Women's Groups, Voluntary Service such as choir or usher?

   (GET INFORMATION ON GROUP(S) NAMED.)

2. Do you belong to any Job-Related Associations, such as Farmers Organizations, Labor Unions, or Business or Professional Associations?

   (GET INFORMATION ON GROUP(S) NAMED.)

3. Do you belong to any Recreational Groups, such as Bowling League, Women's Club, Card Club, Golf Club, or Curling Club?

   (GET INFORMATION ON GROUP(S) NAMED.)

4. Do you belong to any Fraternal-Service Organizations, such as Masons or Eastern Star, Service Clubs (such as Lions or Rotary), or Hospital Auxiliary?

   (GET INFORMATION ON GROUP(S) NAMED.)

5. Do you belong to any Civic-Political Groups, such as Parent Teachers Association (PTA), or Citizens Groups?

   (GET INFORMATION ON GROUP(S) NAMED.)

6. Do you belong to any other organizations, such as Adult Leader of a youth program (Boy Scouts, Girl Guides), Veterans Organizations, or Salvation Army?

   (GET INFORMATION ON GROUP(S) NAMED.)

26. FOR EACH ORGANIZATION LISTED:

1. Type of Organization.
2. Do you now or have you ever held an office or served as a committee chairperson in this organization? (CODE: 1 = YES; 2 = NO; 8 = DK; 9 = REF.)
3. How many hours a month (including meetings) do you spend on activities related to this organization? (ENTER NUMBER OF HOURS.)

	(1) TYPE	(2) OFFICE	(3) HOURS
1. ______________________	____ (48)	____	__ __ (51)
2. ______________________	____ (52)	____	__ __ (55)
3. ______________________	____ (56)	____	__ __ (59)
4. ______________________	____ (60)	____	__ __ (63)
5. ______________________	____ (64)	____	__ __ (67)
6. ______________________	____ (68)	____	__ __ (71)
7. ______________________	____ (72)	____	__ __ (75)
8. ______________________	____ (76)	____	__ __ (79)
9. ______________________	____	____	__ __
CARD 4	(11)		(14)
10. ______________________	____ (15)	____	__ __ (18)

27. Generally speaking, do you consider yourself a Democrat, Republican, Independent, or what?

DEMOCRAT OR REPUBLICAN:

A. Do you consider yourself a strong or not so strong (Democrat/Republican)?

Strong Democrat.......	1	
Not strong Democrat...	2	
Not strong Republican.	3	
Strong Republican.....	4	(19)
DK..............	8	
REF.............	9	

INDEPENDENT OR OTHER:

B. Do you think of yourself as being closer to the Democratic party or to the Republican party?

Lean to Democratic..	1	
Independent--lean to neither...........	2	
Lean to Republican..	3	
Other--lean to neither...........	4	(20)
DK..............	8	
REF.............	9	

28. Most state legislatures have two houses, a Senate and a House of Representatives. As far as you know, does the Nebraska Legislature have one house or two?

GO TO Q. 28.A.------->	One House......	1	
	Two Houses.....	2	(21)
SKIP TO Q. 29.------->	DK........	8	
	REF.......	9	

A. Are you satisfied with the one house legislature or would you like to see Nebraska have a two house legislature?

One House......	1	
Two Houses.....	2	(22)
DK........	8	
REF.......	9	

29. As far as you know, are candidates for the state legislature identified with PARTY LABELS on the ballot?

GO TO Q. 29.A.----->	No Party Labels....	1	
	Party Labels.......	2	(23)
SKIP TO Q. 30.----->	DK........	8	
	REF.......	9	

29. A. Do you favor or oppose the efforts being made to put party labels on the ballot?

Favor..........	1	
Oppose.........	2	(24)
No Opinion.....	3	
DK........	8	
REF.......	9	

30. How would you rate the job the state legislature is doing? Would you say excellent, good, fair, or poor?

Excellent.......	1	
Good............	2	
Fair............	3	
Poor............	4	(25)
DK.........	8	
REF........	9	

31. How would you rate the job that Governor Kerry has done? Would you say excellent, good, fair, or poor?

Excellent........	1	
Good.............	2	
Fair.............	3	
Poor.............	4	(26)
DK..........	8	
REF.........	9	

Now I would like to ask you some questions about energy conservation.

32. This winter (1983-84), what setting do you generally keep your thermostat set on during the DAY when someone is at home?

RECORD DEGREES......__ __		(27)
No Thermostat, Doesn't Work, DK..........	98	(28)
REF...............	99	

33. Does your thermostat have an automatic temperature setback?

Yes.............	1	
No..............	2	(29)
DK.........	8	
REF........	9	

34. What setting do you generally keep your thermostat set on during the NIGHT?

RECORD DEGREES..........	__ __	(30)
No Thermostat, Doesn't Work, DK..............	98	(31)
REF..................	99	

35. What is the thermostat generally set at when no one is at home? (Not when on vacation.)

RECORD DEGREES..........	__ __	(32)
No Thermostat, Doesn't Work, DK................	98	(33)
REF.....................	99	

36. Do you have a central air conditioning system?

Yes.................	1	
No..................	2	(34)
DK..........	8	
REF..........	9	

SKIP TO Q. 39.-------> (No, DK, REF)

37. Last SUMMER (1983), what temperature was your air conditioning unit usually set at?

RECORD DEGREES...........	__ __	(35)
Did Not Use Air Conditioning..	96	
No Thermostat, Doesn't Work, DK.................	98	(36)
REF.....................	99	

38. If you should need to replace your central air conditioning unit, would you consider the installation of a combination of air conditioner and add-on heat pump?

Yes.................	1	
No..................	2	
No, Renting.........	3	
Maybe (Uncertain)..	4	
Don't Know What It Is...........	5	(37)
DK..........	8	
REF.........	9	

39. Which of the following comes closest to the kind of housing unit you now live in? (READ LIST AND STOP WHEN R. SELECTS UNIT TYPE.)

Mobile home..........	1	
Detached single family house......	2	
Townhouse............	3	
Apartment............	4	(38)
Other (Specify).....	5	
DK..............	8	
REF............	9	

40. Do you or some member of your household own your home or are you renting or buying?

GO TO Q.41.------->	Own..................	1	
	Buying...............	2	
	Renting..............	3	(39)
	Other................	4	
SKIP TO Q.45.--------->	DK.............	8	
	REF............	9	

41. As I read the following list, would you tell me if you have taken any of these actions in order to reduce your home energy consumption? We are concerned with only the actions taken in calendar year 1983. (DO NOT USE CATEGORIES AS PROBES, BUT CODE RESPONSES AS ACCURATELY AS POSSIBLE INTO THESE CATEGORIES.)

Yes.............................	1
No..............................	2
No, Installed Previously.......	3
No, Not Economically Feasible..	4
DK.................	8
REF................	9

Did you . . .

a.	Caulk or put weatherstripping around doors and/or windows? (1983 only.)..............	___	(40)
b.	Install storm windows? (FOR THE FIRST TIME IN 1983).................................	___	(41)
c.	Install storm doors? (FOR THE FIRST TIME IN 1983).................................	___	(42)
d.	Add attic insulation? (1983 only.)..........	___	(43)
e.	Add insulation inside the walls? (1983 only.)	___	(44)

42. Is your heating system (furnace) old enough for you to consider replacing it?

	Yes...............	1	
SKIP TO Q. 45.----------->	No................	2	(45)
	DK..........	8	
	REF.........	9	

43. Would you consider switching your primary energy source (heating fuel)?

	Yes...............	1	
SKIP TO Q. 45.----------->	No................	2	(46)
	DK..........	8	
	REF.........	9	

44. To which energy source would you be likely to switch?

Natural Gas......	1	
Propane (LPG)....	2	
Electricity......	3	
Heating Oil......	4	
Wood.............	5	
Other............	6	(47)
DK..........	8	
REF.........	9	

45. What is your present source (heating fuel) for heat?

Natural Gas......	1	
Propane (LPG)....	2	
Electricity......	3	
Heating Oil......	4	
Wood.............	5	
Other............	6	(48)
DK..........	8	
REF.........	9	

46. Do you know that a water heater has a temperature setting?

	Yes...............	1	
SKIP TO Q. 48.-------->	No................	2	(49)
	DK..........	8	
	REF.........	9	

47. Did you change this setting in order to save energy last year (in 1983)?

Yes...............	1	
No................	2	(50)
DK..........	8	
REF.........	9	

48. Do you have a water bed in your dwelling?

Yes................ 1
SKIP TO Q. 50.---------> No................ 2 (51)
DK........... 8
REF......... 9

49. When did you install the water bed? (DO NOT USE THE FOLLOWING CATEGORIES AS PROBES, BUT CODE RESPONSES INTO ONE OF THESE CATEGORIES.)

Less than a year.. 1
1-2 years ago..... 2
2-3 years ago..... 3
More than 3 years. 4 (52)
DK........... 8
REF.......... 9

50. When you are shopping for a new or used car, how important to you are the following factors--very important, somewhat important, or not important?

	Very Imp.	Some-what Imp.	Not Imp.	DK	REF	
a. Comfort/Luxury	1	2	3	8	9	(53)
b. Gas mileage	1	2	3	8	9	(54)
c. Car manufacturer	1	2	3	8	9	(55)
d. Cost	1	2	3	8	9	(56)

51. Of these four factors, which is the single most important consideration - comfort/luxury, gas mileage, car manufacturer, or cost?

Comfort/Luxury... 1
Gas mileage...... 2
Car manufacturer. 3
Cost............. 4
All about same... 5 (57)
DK......... 8
REF......... 9

52. What do you consider to be the most pressing energy problem facing the State of Nebraska? (DO NOT USE CATEGORIES AS PROBES, BUT CODE RESPONSES AS ACCURATELY AS POSSIBLE INTO THESE CATEGORIES.)

Price of gasoline or diesel fuel.	01	
Price of natural gas.............	02	
Price of electricity.............	03	
Price of energy in general.......	04	
Energy shortages.................	05	
Government regulations (or lack).	06	
Other problems...................	07	(58)
No energy problems...............	08	(59)
DK/No Opinion....	98	
REF..............	99	

Now I want to ask you some questions about some programs and services provided by the state.

53. Have you heard of the Nebraska Department of Labor?

	Yes..............	1	
SKIP TO Q. 59.------------>	No...............	2	(60)
	DK..........	8	
	REF.........	9	

54. What does the Nebraska Department of Labor do? (Check all that apply.) DO NOT READ LIST, BUT FIT INTO FOLLOWING CATEGORIES AS CLOSELY AS POSSIBLE.

Oversee business and labor practices.........	___	(61)
Monitor (concerned with) labor practices and conditions..............................	___	(62)
Regulate labor in the state..................	___	(63)
Monitor (keep track of) labor force trends in state..................................	___	(64)
Administer labor laws of state (fair labor practices, child labor laws, etc.)........	___	(65)
Help people find jobs........................	___	(66)
Mediate (arbitrate) labor problems between laborer and employer......................	___	(67)
Other (specify)______________________________	___	(68)
____		
DK...........	8	
REF..........	9	

55. Have you ever been contacted by the Department of Labor?

SKIP TO Q. 56.------>

Yes...............	1	
No................	2	(69)
DK...........	8	
REF..........	9	

A. How did they contact you? (CHECK ALL THAT APPLY.)

By mail..........	___	(70)
By telephone....	___	(71)
In person.......	___	(72)
DK..........	8	
REF........	9	

56. Have you ever received any mailings from the Department of Labor, such as publications, report forms, or notices?

SKIP TO Q. 57.------>

Yes...............	1	
No................	2	(73)
DK...........	8	
REF..........	9	

A. Have you found these to be very useful, somewhat useful, not very useful, or not useful at all?

Very useful........	1	
Somewhat useful....	2	
Not very useful....	3	
Not useful at all..	4	(74)
DK..........	8	
REF.........	9	

57. Have you ever used the local Department of Labor office in your area?

SKIP TO Q. 58.-------->

Yes...............	1	
No................	2	(75)
DK..........	8	
REF.........	9	

A. How would you evaluate your experience with the office? Did you find your contact with the office very useful, somewhat useful, not very useful, or not useful at all?

Very useful........	1	
Somewhat useful....	2	
Not very useful....	3	
Not useful at all..	4	(76)
DK..........	8	
REF.........	9	

58. Do you personally know of anyone who has made use of the services offered by the Nebraska Department of Labor?

Yes...............	1	
No................	2	(77)
DK..........	8	
REF.........	9	

59. Have you heard of the Nebraska Job Service?

	Yes...............	1	
SKIP TO Q. 62.---------->	No................	2	(78)
	DK..........	8	
	REF.........	9	

A. In your own words, what does the Job Service do? DO NOT READ LIST, BUT FIT RESPONSE INTO A CATEGORY THAT IS CLOSEST TO R.'S RESPONSE.

Helps people find a job.....	1	
Keeps a list of jobs........	2	
Gets jobs for people........	3	
Other (Specify)_____________.	4	(79)
DK...........	8	
REF..........	9	

60. Have you ever used the Job Service?

			CARD 5
	Yes...............	1	
SKIP TO Q. 61.----------->	No................	2	(11)
	DK..........	8	
	REF.........	9	

A. What type of assistance did you receive? Check all that apply. DO NOT READ LIST, BUT FIT RESPONSE INTO FOLLOWING CATEGORIES AS CLOSELY AS POSSIBLE.

Employer used to find workers...............	___	(12)
Helped R. look for a job....................	___	(13)
Helped R. find a job (found job)............	___	(14)
Received job counseling.....................	___	(15)
Took typing or other tests..................	___	(16)
Was given list of jobs......................	___	(17)
Other (Specify)____________________________.	___	(18)
DK.........	8	
REF........	9	

60. B. Would you say use of the Job Service was very helpful, somewhat helpful, not very helpful, or not at all helpful?

Very helpful........	1	
Somewhat helpful....	2	
Not very helpful....	3	
Not at all helpful..	4	(19)
DK...........	8	
REF..........	9	

61. Do you personally know of anyone (anyone else) who has made use of the Nebraska Job Service?

Yes..............	1	
No...............	2	(20)
DK..........	8	
REF.........	9	

62. Have you heard of Job Training Programs such as CETA or the Job Training Partnership Act?

Yes..............	1	
No.................	2	(21)
DK...........	8	
REF..........	9	

SKIP TO Q. 64.------>

A. In your own words, what do these programs do?

DK...........	8	(22)
REF..........	9	

63. Have you ever been enrolled in a Job Training Program such as CETA or the Job Training Partnership Act?

Yes..............	1	
No.................	2	(23)
DK...........	8	
REF..........	9	

SKIP TO Q. 64.------->

A. What type of assistance did you receive?

DK............	8	(24)
REF...........	9	

63. B. Would you say use of this program was very helpful, somewhat helpful, not very helpful, or not at all helpful?

Very helpful......	1	
Somewhat helpful..	2	
Not very helpful..	3	
Not at all helpful.	4	(25)
DK...........	8	
REF..........	9	

(26)

64. There are a lot of ways for people to take part in political activities. Some people don"t take part at all.

A. Have you voted in the last two years?

Yes	1	
No	2	(27)
DK . .	8	
REF. .	9	

B. Have you written a letter to the editor or joined a community organization or worked in a political campaign in the last two years?

Yes	1	
No	2	(28)
DK. . .	8	
REF . .	9	

Now I'm going to ask you opinion about some issues in Nebraska and the nation.

65. A number of proposals have been made about ways that state government can help keep health care costs from increasing. I want to mention some of these to you; as I do, please tell me if you favor the proposal a great deal, somewhat, or not at all.

A. Regulating what doctors charge.

A great deal.....	1	
Somewhat.........	2	
Not at all.......	3	(29)
DK..........	8	
REF.........	9	

B. Regulating what hospitals charge. Do you favor this proposal a great deal, somewhat, or not at all?

A great deal.....	1	
Somewhat.........	2	
Not at all.......	3	(30)
DK..........	8	
REF.........	9	

C. Allowing nurses, nurse practitioners, and doctor's assistants to do some simple medical tasks such as treating minor ailments. Would you say you favor this proposal a great deal, somewhat, or not at all?

A great deal.....	1	
Somewhat.........	2	
Not at all.......	3	(31)
DK..........	8	
REF.........	9	

65. D. Permit health insurance companies to require those they insure to go to hospitals and doctors who promise to charge the least.

A great deal...	1	
Somewhat.......	2	
Not at all.....	3	(32)
DK........	8	
REF.......	9	

E. Requiring approval of the state before hospitals can spend large amounts of money on new equipment and new facilities.

A great deal...	1	
Somewhat.......	2	
Not at all.....	3	(33)
DK........	8	
REF.......	9	

F. Permit the government to fix hospital charges for various treatments.

A great deal...	1	
Somewhat.......	2	
Not at all.....	3	(34)
DK........	8	
REF.......	9	

66. Recently, it has been proposed that the United States and the Soviet Union mutually agree to stop producing any more nuclear weapons in a way that can be verified. What is your opinion about a mutual and verifiable freeze on nuclear weapons between the U. S. and the Soviet Union? Do you favor it, oppose it, or are you undecided?

SKIP TO Q. 67.----------->	Favor.........	1	
SKIP TO 66.A.----------->	Oppose........	2	
SKIP to 66.B.-----> ———	Undecided.....	3	(35)
SKIP TO Q. 67.--------->	DK..........	8	
	REF.........	9	

A. Here are some reasons people mention for opposing a freeze. As I mention each reason, please tell me if this is or is not a reason you oppose a freeze.

	IS	IS NOT	DK	REF	
It would decrease national security?	1	2	8	9	(36)
The Soviets are ahead of U.S.?	1	2	8	9	(37)
The Soviets can't be trusted?	1	2	8	9	(38)
It would be bad for the economy?	1	2	8	9	(39)
It would make nuclear war more likely?	1	2	8	9	(40)
The President doesn't support a freeze?	1	2	8	9	(41)
A freeze cannot be verified?	1	2	8	9	
Other? (SPECIFY) ________________					(42)
________________	1	2	8	9	(43)

GO TO Q. 67.

66. B. Here are some reasons people mention for being undecided about a nuclear freeze. As I mention each, please indicate if this is or is not a reason why you are undecided.

	IS	IS NOT	DK	REF	
Not sure if a freeze would increase or decrease our national security?	1	2	8	9	(44)
Not sure if U.S. is ahead or behind the Soviets?	1	2	8	9	(45)
Not sure if a freeze would be good or bad for the economy?	1	2	8	9	(46)
Not sure if a freeze would make nuclear war more or less likely	1	2	8	9	(47)
Not sure if the President would or would not support a freeze?	1	2	8	9	(48)
Not sure if we can or cannot trust the Soviets?	1	2	8	9	(49)
Not sure if a freeze can or cannot be properly verified?	1	2	8	9	(50)
Not sure what a nuclear freeze really is?	1	2	8	9	(51)
Other? (SPECIFY) ____________ ____________________	1	2	8	9	(52)

67. The U. S. Goverment is planning to place a number of MX nuclear missiles in western Nebraska. What is your opinion about this? Are you in favor of it, oppose it, or are you undecided about it?

SKIP TO 67.A.-------->	Favor..........	1	
SKIP TO 68.--------->	Oppose.........	2	
SKIP TO 67.C.------->	Undecided......	3	(53)
SKIP TO Q.68.--------->	DK.........	8	
	REF........	9	

A. Here are some reasons people give for favoring the MX missles in our state. As I mention each indicate if it is or is not a reason why you favor it.

	IS	IS NOT	DK	REF	
The MX will increase our national security?	1	2	8	9	(54)
It will be good for our economy?	1	2	8	9	(55)
It will help in arms talks with the Russians?	1	2	8	9	(56)
It will make nuclear war less likely?	1	2	8	9	(57)
It will help us catch up to the Soviets?	1	2	8	9	(58)
People of western Nebraska support the MX?	1	2	8	9	(59)
The President supports the MX?	1	2	8	9	(60)
It will be good for the economy of western Nebraska?	1	2	8	9	(61)
Other? (SPECIFY) ____________ ____________________	1	2	8	9	(62)

GO TO Q. 68.

67. B. Here are some reasons people mention for being undecided about the MX missles being put in Western Nebraska. As I mention each reason, tell me if this is or is not a reason why you are undecided.

	IS	IS NOT	DK	REF	
Not sure if it would increase or decrease national security?	1	2	8	9	(63)
Not sure if it would be good or bad for our economy?	1	2	8	9	(64)
Not sure if it would help or hurt arms talks with the Soviets?	1	2	8	9	(65)
Not sure if it will make nuclear war more or less likely?	1	2	8	9	(66)
Not sure if the people of western Nebraska support or oppose it?	1	2	8	9	(67)
Not sure if it would be good or bad for the economy of western Nebraska?	1	2	8	9	(68)
Not sure if the MX missle is really needed?	1	2	8	9	(69)
Other? (SPECIFY) ________________ ________________________________	1	2	8	9	(70)

68. There is a campaign in Nebraska to put the freeze and MX issues on the 1984 Nebraska ballot. How would you vote on the following statement: "We oppose the deployment of the MX missile in Nebraska and urge the United States and Soviet Union to agree to a mutual halt to the testing, production and further deployment of all nuclear weapons in a manner than can be checked and verified by both countries." Would you vote for or against this position, or do you not know how you would vote?

For............ 1
Against........ 2 (71)
DK........ 8
REF....... 9

69. Do you think an issue like this should be on the Nebraska ballot?

Yes............ 1
No............. 2 (72)
DK........ 8
REF....... 9

70. Do you think that putting this issue on the ballot will help, hurt, or have no effect on goverment leaders making the right decisions about the MX and nuclear freeze?

Help.......... 1
Hurt.......... 2
No effect..... 3 (73)
DK....... 8
REF...... 9

(Q. 71-78 NOT IN THIS FORM.)

(Col. 11-25 on Card 6
Not In This Form.)

(Q. 64-72 NOT IN THIS FORM.) (Col. 26-80 on Card 5 Not In This Form.)

CARD 6
(FORM 2) (11)

Now we have some questions about the University of Nebraska. Major state universities, like the University of Nebraska, serve several different purposes.

73. One of the purposes of the University of Nebraska is to provide thousands of students with a basic college education. Would you say this purpose of the University should be very important, somewhat important, or not too important?

Very important.......	1	
Somewhat important...	2	
Not too important....	3	(12)
DK..............	8	
REF.............	9	

A. How well do you think the university is doing in providing the students with a college education? Would you say an excellent job, a good job, or not such a good job?

Excellent job......	1	
Good job...........	2	
Not such a good job.	3	(13)
DK...........	8	
REF..........	9	

74. Another purpose of the University is to train professionals such as lawyers, doctors, teachers, engineers, and research scientists. Would you say this purpose of the university should be very important, somewhat important, or not too important?

Very important.......	1	
Somewhat important...	2	
Not too important....	3	(14)
DK..............	8	
REF.............	9	

A. How well do you think the University is doing in providing professional training? Would you say an excellent job, a good job, or not such a good job?

Excellent job.......	1	
Good job............	2	
Not such a good job.	3	(15)
DK...........	8	
REF..........	9	

75. A third purpose of the University is to sponsor and conduct research and other creative work. Would you say this purpose of the university should be very important, somewhat important, or not too important?

Very important.......	1	
Somewhat important...	2	
Not too important....	3	(16)
DK..............	8	
REF.............	9	

A. How good of a job do you think it (the university) is doing in research and creative activity? Would you say an excellent job, a good job, or not such a good job?

Excellent job........	1	
Good job.............	2	
Not such a good job..	3	(17)
DK............	8	
REF...........	9	

76. A final purpose of the University is to direct services to the citizens of the state through such things as consultation, educational television, extension work, and medical services. Would you say this purpose of the university should be very important, somewhat important, or not too important?

Very important.......	1	
Somewhat important...	2	
Not too important....	3	(18)
DK..............	8	
REF.............	9	

A. How well do you think the university is doing in providing services to the people of the state? Would you say an excellent job, a good job, or not such a good job?

Excellent job.......	1	
Good job............	2	
Not such a good job.	3	(19)
DK...........	8	
REF..........	9	

77. Do you think the University should strive to be one of the top public supported Universities in the Midwest Region academically?

Yes..................	1	
No...................	2	(20)
DK..............	8	
REF.............	9	

78. We'd like to know about your own contact with the University of Nebraska. As I mention different ways people make use of the University tell me whether you had such contact.

	YES	NO	DK	REF	
Taken classes at the University	1	2	8	9	(21)
Obtained a degree at the University	1	2	8	9	(22)
Had children who went to the University	1	2	8	9	(23)
Used one of the Extension services	1	2	8	9	(24)
Received help for business, personal or medical problems	1	2	8	9	(25)

79. Now I am going to mention some statements about the teaching of physical education in Nebraska public secondary (7-12) schools. By physical education we mean school classes to provide knowledge and skills related to physical activities, fitness and health. For each statement I want you to tell me if you strongly agree, agree, disagree, or strongly disagree with the statement.

(REPEAT CATEGORIES AS NEEDED.)

(CARD 6)

	SA	A	D	SD	DK	REF	
A. Physical education is an important subject and should be taught in public schools. Would you say you strongly agree, agree, disagree, or strongly disagree?	1	2	3	4	8	9	(26)
B. If it came down to raising taxes or cutting public school physical education programs, it would be better to raise taxes.	1	2	3	4	8	9	(27)
C. Physical activities should be primarily taught after school or in programs outside of the school.	1	2	3	4	8	9	(28)
D. The schools in my community are doing an excellent job in teaching physical education to the students.	1	2	3	4	8	9	(29)
E. Physical education classes should concentrate more on teaching activities designed to improve overall health and fitness.	1	2	3	4	8	9	(30)
F. If funding for schools is reduced, it would be better to reduce or eliminate physical education classes than to reduce or eliminate interscholastic sports.	1	2	3	4	8	9	(31)

80. I am going to mention some physical activities. For each, tell me whether you think it is very important, somewhat important, not very important, or not important at all that this activitiy be taught in the physical education classes in the public schools. (READ CATEGORIES AS NEEDED.)

	Very Imp.	Somewhat Imp.	Not Very Imp.	Not At All Imp.	DK	REF	
A. Swimming (READ CATEGORIES.)	1	2	3	4	8	9	(32)
B. Team Sports, such as Volleyball, Basketball. (READ CATEGORIES AS NEEDED.)	1	2	3	4	8	9	(33)
C. Gymnastics	1	2	3	4	8	9	(34)
D. Dancing	1	2	3	4	8	9	(35)
E. Outdoor Activities, like Bicycling, Camping, Skiing	1	2	3	4	8	9	(36)
F. Racket Sports, such as Tennis, Racketball	1	2	3	4	8	9	(37)
G. Aerobic and Fitness Activities	1	2	3	4	8	9	(38)
H. Self Defense	1	2	3	4	8	9	(39)
I. Marksmanship and Target Shooting	1	2	3	4	8	9	(40)
J. Individual Sports, such as Golf or Bowling	1	2	3	4	8	9	(41)

81. Do you consider yourself an active outdoor person?

Yes. 1
No 2 (42)
DK. 8
REF 9

82. IF NO CHILDREN 6-17 PRESENT, ASK:
I am going to name a number of outdoor activities people participate in during their free time. For each one I want you to tell me if you [and your (husband/wife)] participated in this activity during the last year.

IF CHILDREN 6-17 IN HOUSEHOLD, SELECT A CHILD USING TABLE ON COVER SHEET, AND SAY:
I am going to name a number of outdoor activities people participate in during their free time. Because we want information on a sample of young people, too, I have randomly selected one of your children (NAME OF CHILD) to include in this question. For each activity, I want you to tell me if you, [your (husband/wife),] or (NAME OF CHILD) participated in the activity last year.

READ EACH ACTIVITY AND USE YOUR OWN WORDS TO FILL OUT THE TABLE.

A. Whether Respondent, Spouse, and/or Child participated in this activity. (CODE 1 = YES: 2 = NO; 8 = DK; 9 = REF.) If No Participation, Skip to next activity.

B. For each activity participated in, ask how many days Respondent, Spouse, and/or Child participated and whether Respondent participated less, more, or the same as the year before.

FOR SKIING ONLY:
C. If Yes to Skiing, ask about Downhill and Cross Country Skiing. If Respondent did not ski, Skip to next activity.

FOR VISITING HISTORICAL SITES/SKIING/FISHING:
D. Where Respondent went (Visiting Historical Sites/Snow Skiing/Fishing), ask:
In Nebraska or some other state? If Respondent went (Visiting Historical Sites/Snow Skiing/Fishing) in both Nebraska and another state, ask:
What percent was done out of Nebraska?

	Self	Spouse	Child	Number of Days - Self	Number of Days - Spouse	Number of Days - Child	Less	More	Same	Nebraska	Another State	Both	If Both, Percent Out of Nebraska
Picnicking Away From Home	(43)	—	—	— — —	— — —	— — —	1	2	3 (55)				
Hiking	(56)	—	—	— — —	— — —	— — —	1	2	3 (68)				
Visiting Historical Sites (CARD 7)	(11)	—	—	— — —	— — —	— — —	1	2	3 (23)	1	2	3	— — (27)
Horseback Riding	(28)	—	—	— — —	— — —	— — —	1	2	3 (40)				
Snow Skiing	(41)	—	—				1	2	3 (44)	1	2	3	— — (48)
Downhill	(49)	—	—	— — —	— — —	— — (60)							
Cross Country	(61)	—	—	— — —	— — —	— — (72)							
Snowmobiling (CARD 8)	(11)	—	—	— — —	— — —	— — —	1	2	3 (23)				
Target/Trap Shooting	(24)	—	—	— — —	— — —	— — —	1	2	3 (36)				
Soccer	(37)	—	—	— — —	— — —	— — —	1	2	3 (49)				
Baseball/Softball	(50)	—	—	— — —	— — —	— — —	1	2	3 (62)				
Fishing	(63)	—	—				1	2	3 (66)	1	2	3	— — (70)
Lakes/Reservoir (CARD 9)	(11)	—	—	— — —	— — —	— — (22)							
Stream/River	(23)	—	—	— — —	— — —	— — (34)							
Ice Fishing	(35)	—	—	— — —	— — —	— — ([illegible])							

83. How many trips did you take in 1983 that involved overnight stays away from home or were day-trips to places 100 miles or more from home? Please exclude trips between home and school, between home and work and miles traveled in the performance of a job. Include visiting friends and relatives, business travel/conventions, entertainment-recreation travel, vacation trips, shopping and medical travel.

NUMBER DAY-TRIPS TO PLACES 100 MILES.. __ __ __ (47)
DK.......... 998 (48)
REF......... 999 (49)

NUMBER OF TRIPS WITH OVERNIGHT STAYS.. __ __ __ (50)
DK.......... 998 (51)
REF......... 999 (52)

IF NO OVERNIGHT TRIPS, SKIP TO Q. 85.

84. What was the total number of nights spent away from home on these trips?

NUMBER OF NIGHTS....... __ __ __ (53)
DK.......... 998 (54)
REF......... 999 (55)

IF NONE, SKIP TO Q. 85.

A. How many of these nights were spent in Nebraska?

NUMBER OF NIGHTS....... __ __ __ (56)
DK.......... 998 (57)
REF......... 999 (58)

B. How many of these nights spent away from home in Nebraska were primarily vacation/recreation trips?

NUMBER OF NIGHTS....... __ __ __ (59)
DK.......... 998 (60)
REF......... 999 (61)

85. We are also interested in things people do in their spare time, when they are not working. I am going to mention some free time activities. For each tell me how often during the past year you do the following things. The first activity is spending a social evening with friends. Would you say you did this almost every day, once or twice a week, several times a month, about once a month, several times a year, about once a year, or never?

85. A. Spending a social evening with friends -

Almost every day..01
Once or Twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05 (62)
About once a Yr...06 (63)
Never.............07
DK...........98
REF..........99

B. Getting together with relatives who do not live with you -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (64)
Never.............07 (65)
DK...........98
REF..........99

C. Going to watch a sporting event -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (66)
Never.............07 (67)
DK...........98
REF..........99

D. Going to a nightclub, bar or tavern -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (68)
Never.............07 (69)
DK...........98
REF..........99

85. E. Going to see a movie -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (70)
Never.............07 (71)
DK...........98
REF..........99

F. Working on hobbies, such as crafts, painting or music -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once Yr.....06 (72)
Never.............07 (73)
DK...........98
REF..........99

G. Going to concerts, plays, and other live performances -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (74)
Never.............07 (75)
DK...........98
REF..........99

H. Going to classes or lectures -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (76)
Never.............07 (77)
DK...........98
REF..........99

85. I. Playing cards or other indoor games -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (78)
Never.............07 (79)
DK...........98
REF..........99

J. Playing active sports, such as bowling, golf, softball -

CARD 10

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (11)
Never.............07 (12)
DK...........98
REF..........99

K. Writing or calling relatives -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (13)
Never.............07 (14)
DK...........98
REF..........99

L. Writing or calling friends -

Almost every day..01
Once or twice/Wk..02
Several times/Mo..03
About once a Mo...04
Several times/Yr..05
About once a Yr...06 (15)
Never.............07 (16)
DK...........98
REF..........99

Now I am going to ask some questions on how your health has been recently.

86. Would you say your own health, in general, is excellent, good, fair, or poor?

Excellent........	1	
Good.............	2	
Fair.............	3	
Poor.............	4	(17)
DK..........	8	
REF.........	9	

87. How often do you exercise at an activity such as running, walking, jogging, swimming, bicycling, or aerobic dance continuously for at least 20-30 minutes? Would you say weekly, monthly, less than once a month, or never?

Weekly.........	1	--------> NUMBER OF TIMES	(18)
Monthly........	2	--------> WEEKLY/MONTHLY.__ __ __	
Less than once a Month.......	3		(19)
Never..........	4	<---GO TO Q. 88.	(20)
DK.......	8		(21)
REF......	9		

88. Within the last year, how often have you had feelings of nervousness, tenseness, stress, or irritability? Would you say very often, pretty often, sometimes, almost never, or never?

Very often.......	1	
Pretty often.....	2	
Sometimes........	3	
Almost never.....	4	
Never............	5	(22)
DK..........	8	
REF.........	9	

89. Within the last year, how often have you felt down and depressed? Would you say very often, pretty often, sometimes, almost never, or never?

Very often	1	
Pretty often	2	
Sometimes	3	
Almost never	4	
Never	5	(23)
DK	8	
REF	9	

90. Within the last year, how often have you felt that you were unable to control the important things in your life?

Very often	1	
Pretty often	2	
Sometimes	3	
Almost never	4	
Never	5	(24)
DK	8	
REF	9	

91. Within the last year, how often have you felt confident about your ability to handle your personal problems?

Very often	1	
Pretty often	2	
Sometimes	3	
Almost never	4	
Never	5	(25)
DK	8	
REF	9	

92. Within the last year, how often have you felt that difficulties were piling up so high that you could not overcome them?

Very often	1	
Pretty often	2	
Sometimes	3	
Almost never	4	
Never	5	(26)
DK	8	
REF	9	

We are interested in how people are getting along these days.

93. Taking all things together, how would you say you are these days? Would you say you are very happy, pretty happy, or not too happy?

Very happy..........	1	
Pretty happy........	2	
Not too happy.......	3	(27)
DK.............	8	
REF............	9	

94. Compared with American families in general, would you say your family income is far below average, below average, average, above average, or far above average? (PROBE: JUST YOUR BEST GUESS.)

Far below average...	1	
Below average.......	2	
Average.............	3	
Above average.......	4	(28)
Far above average...	5	
DK.............	8	
REF............	9	

95. What about your financial situation? Do you feel that you're better off this year than you were two years ago at this time, about the same or worse off?

Better..............	1	
Same................	2	
Worse...............	3	(29)
DK.............	8	
REF............	9	

96. Is your total family income $20,000 or more, or less than $20,000?

$20,000 or More...	1	
Less than $20,000.	2	(30)
DK...........	8	
REF..........	9	

A. I am going to mention a number of income categories. When I mention the category which describes your total family income in 1983, please stop me.

READ FOLLOWING IF INCOME $20,000 OR MORE:

$20,000 - $24,999.	1	
$25,000 - $29,999.	2	
$30,000 - $39,999.	3	
$40,000 - $49,999.	4	
$50,000 - $59,999.	5	
$60,000 or More...	6	(31)
DK...........	8	
REF..........	9	

READ FOLLOWING IF INCOME LESS THAN $20,000:

Under $5,000......	1	
$ 5,000 - $ 9,999.	2	
$10,000 - $14,999.	3	
$15,000 - $19,999.	4	(32)
DK...........	8	
REF..........	9	

97. What race do you consider yourself? (DO NOT READ CATEGORIES, BUT CODE INTO FOLLOWING.)

White/Caucasian.............	1	
Chicano/Mexican/Hispanic....	2	
Black/Negro.................	3	
American Indian/Native American..........	4	
Other (Specify)............. ________________	5	(33)
DK..........	8	
REF.........	9	

98. I want to emphasize again that your answers are completely confidential and your name will not be used, nor will any information be released that will permit people to identify you. Since one thing we will be looking at in this study is the relation of the social and physical environments in which people live to their answers to the questions, we would like to be able to locate your residence more specifically.

IF R. LIVES IN TOWN, ASK:
What is your street address in (NAME OF TOWN)?

____

IF R. LIVES IN THE COUNTRY, ASK:
Which is the closest town to where you live?

____

How many miles are you from (NAME OF TOWN)?
MILES.........________

From (NAME OF TOWN), which way would you have to go to get to your home?

____

____

99. A. This interview is part of a long range study of the quality of life of Nebraskans. We will be randomly selecting some of the respondents from this survey and interviewing them again at a later date to see what kinds of changes have been taking place. The researchers need your full name in case you are one of the respondents randomly selected for a reinterview in the future. Would you please give me your full name? (IF R. IS FEMALE, OBTAIN HUSBAND'S FIRST NAME AND INCLUDE IT IN PARENTHESES.)

____

B. Sometimes people move even though they are not really planning to right now. Would you please give me the name and and address of someone who would know where you lived if you happened to move in the next few years -- for example, a relative or friend? I want you to understand that this person's name will not be used in any way except to help us locate you if you are selected to be reinterviewed and we we cannot find you through a forwarding address. (IF PERSON GIVEN IS FEMALE, OBTAIN HUSBAND'S FIRST NAME AND INCLUDE IT IN PARENTHESES.)

____
(NAME)

____
(ADDRESS)

TERMINATE INTERVIEW WITH THANKS.

POST-INTERVIEW RATINGS

100. Rate R.'s ability to understand the questions.

Very high.................. 1
Above average............... 2
Average..................... 3
Below average............... 4 (34)

101. Overall, how great was R.'s interest in the interview?

Very high.................. 1
Above average............... 2
Average..................... 3
Below average............... 4 (35)

102. How suspicious did R. seem to be about the study before the interview?

Not at all.................. 1
Somewhat.................... 2
Very suspicious............. 3 (36)

103. How would you assess the reliability of the data obtained?

Excellent................... 1
Good........................ 2
Fair........................ 3
Poor........................ 4
Worthless................... 5 (37)

104. How would you assess the degree of cooperation given by R.?

Very cooperative............ 1
Cooperative................. 2
Neutral..................... 3
Reluctant................... 4
Hostile..................... 5 (38)

105. Did you have trouble hearing the respondent because of a poor phone connection or because (he/she) was talking softly?

Did not have trouble hearing. 1
Poor phone connection........ 2
R. was talking softly........ 3 (39)

106. Did the respondent indicate that (he/she) had previously been interviewed for NASIS?

Yes......... 1
No.......... 2 (40)

107. THUMBNAIL SKETCH: Anything else about R. or the interview situation that seems important--e.g., kibbitzing by others, etc.

____

____

____

APPENDIX C

COVER SHEET

SER# 3104 LINCOLN
402-434-7429
ADT 1-1 2-1 3-1 4-1 5-2 6-5
KID 1-1 2-2 3-2 4-3 5-1 6-5

1984 NASIS COVER SHEET
Bureau of Sociological Research

INTERVIEWER'S INITIALS & NUMBER
FOR COMPLETED INTERVIEW:____________

ASK THE PERSON ANSWERING THE PHONE:

Is this telephone number (GIVEN NUMBER)? NO YES

IF NO, ASK: What number is this? (FILL IN NUMBER)____________________

THANK RESPONDENT AND HANG UP.

IF YES, READ THE FOLLOWING TO RESPONDENT:

Hello, I'm ____________________, an interviewer for the Bureau of Sociological Research at the University of Nebraska. We are interviewing people 18 years of age or older in the state of Nebraska about their opinions and characteristics so we can find out more about how Nebraskans think, feel and live. Your phone number was picked at random. I would like you to help me out by telling me the people 18 years of age or older living at your residence.

(WIFE) 1.____________________ RES.
(HUSBAND) 2.____________________ RES.
3.____________________ RES.
4.____________________ RES.
5.____________________ RES.
6.____________________ RES.

USE THE SELECTION TABLE ON THE LABEL TO DETERMINE WHOM TO INTERVIEW. ASK THE PERSON ANSWERING THE PHONE IF YOU CAN SPEAK TO THE SELECTED PERSON. IF SELECTED PERSON IS NOT AT HOME, ASK WHEN YOU CAN CALL BACK.

CALL RECORD

CALL NUMBER	INTER-VIEWER	HOUR OF DAY	DATE	DAY OF WEEK	RESULTS
1					
2					
3					
4					
5					

IF INTERVIEW IS TAKEN, ATTACH COVER SHEET TO INTERVIEW AND RETURN TO YOUR SUPERVISOR.

IF NO INTERVIEW IS TAKEN, COMPLETE NONINTERVIEW FORM (ON BACK) AND RETURN TO YOUR

NONINTERVIEW FORM

FILL OUT AT FINAL RESOLUTION OF EACH COVER SHEET FOR WHICH NO INTERVIEW WAS OBTAINED.

CHECK ONE:

☐ BUSINESS

☐ UNASSIGNED NUMBER

☐ NO ANSWER AFTER FIVE CALLBACKS

☐ COULD NOT FIND DESIGNATED RESPONDENT AT HOME AFTER MAXIMUM CALLBACKS

☐ REFUSAL BY PERSON ANSWERING THE TELEPHONE

☐ REFUSAL BY DESIGNATED RESPONDENT

☐ OTHER: SPECIFY BELOW

SEX OF PROBABLE RESPONDENT:

☐ MALE ☐ FEMALE ☐ DON'T KNOW

IN SPACE BELOW, GIVE DETAILS OF THE NONINTERVIEW.

APPENDIX D

INTERVIEWER'S MANUAL

Bureau of Sociological Research

NASIS - 1984

Interviewer's Manual

** * * * * * * * * * * * * * IMPORTANT * * * * * * * * * * * * * **

Each time you come in to interview, be sure you have with you:

1. Your Interviewer's Manual
2. Name and Address List
3. Progress Report Forms

** **

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska

Statement of Professional Ethics:*

All interviewers for the Bureau of Sociological Research are expected to understand that their professional activities are directed and regulated by the following statements of Policy:

The Bureau is a non-profit organization that only undertakes studies that it views as important to society or contributing to scholarly knowledge. It does not undertake secret research or conduct studies for the sole benefit of one individual, company, or organization. It does not conduct research for any commercial or profit-making firms.

The rights of human subjects are a matter of primary concern to the Bureau and all study procedures are reviewed to ensure that individual respondents are protected at each stage of research. When study findings are made available, the utmost care is taken to ensure that no data are released that would permit any respondent to be identified. Careful procedures are followed to ensure that identity of individuals will not be compromised.

The Bureau's strict precautions to protect the anonymity of respondents will be undermined if the interviewer does not treat information concerning respondents with equal regard. Interviewers perform a professional function when they obtain information from individuals in personal interviews, and they are expected to maintain professional ethical standards of confidentiality regarding what they hear and observe in a respondent's home. All information about respondents obtained during the course of research is privileged information, whether it relates to the interview itself or includes extraneous observations concerning the respondent's home, family, and activities.

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*Adapted from the Policy Statement of the Survey Research Center at the University of Michigan.

Telephone Interviewing Procedures

Calling Schedule

The Interviewer Supervisor will arrange your calling schedule. If you are assigned a time on a given day, it is extremely important that you are there. If you cannot be there for any reason, it is your responsibility to find a replacement. A list of other interviewers and their telephone numbers will be provided to you for this purpose. If it is impossible to schedule another interviewer, call you supervisor as soon as possible. Failure to follow these procedures can lead to your termination from the project.

Daily Procedures

A. Checking In

The first thing you should do each time you come into the office to work is to sign yourself in and check your mailbox. Memos to the entire staff as well as interview schedules which need correction will be placed in your mailbox. Don't forget to sign out too!

B. Preparing to Interview

You should provide yourself with a set of schedules and a set of cover sheets for each shift. The schedules have a sequence number. These are in a very special order and should always be used in order, the smallest number first. When you return unused schedules to the office, be very careful to place them back in order. In selecting cover sheets, you should first look through the call-back stack and find those that have been called previously at other times, or those indicating that the respondent will be at home during your shift. After you have selected these, you may select new cover sheets. Be very careful not to mix up the stacks of cover sheets; they are very carefully labeled on the shelves.

Telephone Interviewing Procedures

A. Introduction

The respondents you are calling are selected using a Random Digit Dialing (RDD) procedure. This procedure ensures that we have a representative probability sample of all households with telephones in the state. It is a procedure that requires great patience and perserverence on the part of the interviewer as you will be dialing many numbers that have not been assigned to anyone. We have made every effort possible to restrict the range of the numbers you will call. However, many calls are often necessary before a completed interview is obtained. This should not discourage you as this is normal in this type of calling. It is important to be persistent and call as quickly as possible, while still being accurate and complete.

B. Making the Calls

1. Each cover sheet label specifies a particular telephone number complete with area code. Be certain that you dial accurately.

2. If you get an operator's message that the number is unassigned, call back once immediately. If the number is still unassigned, mark that category on the noninterview form and return the cover sheet to the stack for inappropriate numbers.

3. If you reach a business number, mark that category on the noninterview form and return to stack for inappropriate numbers.

4. Each call you make must be recorded in the call record on the face of the cover sheet. For each call, record your initials, hour of day, date, day of week, and the results of the call.

5. If no one answers, fill out the details of the call record and put the cover sheet in the stack for call-backs.

6. If you get an answer, ask immediately if this is the number you have dialed. This is important as several different numbers may all reach one household or you may have misdialed. In the case of a wrong number, make one call back immediately to make sure you dialed correctly. If it is still a wrong number, mark this category on the noninterview form and put the cover sheet in the stack for inappropriate numbers.

7. If the number is correct, read person answering the phone the opening statement or your own rewording of it. Make it as conversational as possible. Add additional information to reduce suspicion, if necessary. This phase of the telephone interview is most important in securing a successful interview. Be your most

convincing and as resolute as possible. The following are points you may want to make.

. . . The study is sponsored by the University of Nebraska at Lincoln, directed by Dr. David R. Johnson. If they have questions about the validity of the survey they can call Dr. Johnson collect at (402) 472-3672 or they can call Mr. Robert Sheldon (402) 472-2167 at the Office of University Information.

. . . The data we collect have been very useful in many practical instances. For example, data on home ownership and property taxes were used in the Legislature during the debate on Homestead Exemptions. Data on recreation are used in planning where to put new parks and recreation facilities.

. . . We will be glad to send them the results of the survey if they are interested. Get their name and address on your form if they would like this.

. . . This is the eighth year for this annual survey. We are trying to monitor change in quality of life in Nebraska: are people becoming less satisfied with their communities, their school systems, their economic situation or are they becoming more satisfied. We can only monitor this change if we receive the cooperation of a representative sample of Nebraskans.

8. If you need to call back, fill out the call record and return the cover sheet to the call-back stack. If possible, try to get an approximate time when you can return the call and record this on the call record.

9. If you get a refusal, either because they hang up on you or verbally refuse, complete the noninterview form and fill in the details of the noninterview. Return the cover sheet to the stack for refusals.

10. If the person answering the phone is willing to cooperate, record people 18 and over in the household in the table on the cover sheet. Names are not necessary, but get enough

information to identify the person listed. Using the selection table on the label, select the person to be the respondent. *No substitutions are permissible*. If the person you are talking to is the selected respondent, proceed with the interview. If the selected respondent is not at home, fill in this information on the call sheet. If possible, try to ascertain a time when the respondent is likely to be at home and enter that information on the call record.

11. We make up to five calls before we give up on a number. If you unsuccessfully call a number for the fifth time, as recorded on the call record, mark this category on the noninterview form and return the cover sheet to the stack for five calls with no answer.

12. The Call Record is our primary means of tracing the progress of an interview. It is vital that each call you make be recorded on this sheet *regardless of the outcome*. In addition to recording time, date, day of week, and your own initials (or assigned number), you should use the following codes to indicate the results of your calls. Other alternatives should be indicated as clearly as possible.

CI	Completed Interview	NA	No Answer, Busy
PCI	Partially Completed Interview		
REF	Refusal	RA	Respondent Absent

13. Write in your name and interviewer number on the cover sheet (under the label) in instances where you complete an interview, have a refusal or have a partial interview.

Interview Schedule Instructions

A. Introduction

This interview should average 35 to 40 minutes. It is designed so that much of the material is precoded; only a few questions are open-ended or require probing. Most questions should be asked verbatim unless otherwise indicated. There is a wide variety of questions and we think both you and the respondent will find it interesting. The interview schedule has been extensively pre-tested and we do not believe you should have difficulty with any of the items. Any problems or questions you do have, however, should be reported immediately to your field supervisor, the Bureau staff, or the Study Director. If you are not completing the schedules correctly, we may request you to return to correct your mistakes--often at your own expense! A certain proportion of your interviews will be verified by your field supervisor. This means that your supervisor will contact the respondent again and verify that the interview was actually taken and all of the questions asked. Any evidence of fabricated respondents or responses will lead to immediate termination of employment. Accuracy and completeness are absolutely essential for a good, reliable interview. If you follow instructions carefully and are attentive in the training session, we believe you will find the interview task a rewarding and enjoyable experience.

B. General Comments on the Schedule Format

1. Be careful about skip patterns. They are clearly indicated if you read the interview carefully--as you should!

2. Do not read respondents information typed in all capital letters. This is for your information. Headings not typed in all capitals are read to respondents.

3. Do not read respondents all of the alternatives unless indicated.

4. Read all the questions verbatim, except where it clearly states that you are to use your own words. Do not vary wording or emphasis from interview to interview. If the respondent does not understand the question, first try reading it again. If the respondent still doesn't understand or asks, "What do you mean by . . .?" or "could you explain what . . . means?" you should try to redirect it to the respondent by giving them the response categories as suggestions. Tell them you want them to answer as they understand the questions. If this doesn't work, you should record a DK (don't know) answer. In cases where the schedule suggests that you probe for further details, you have some latitude in rewording or restructuring the question.

5. Circle the appropriate response or fill in the space for an answer. Always fill in spaces as specified (e.g., if there are three blanks for an answer, a 4 would be recorded as 004, a 7 would be 997, etc.)

6. Do not write in the space near the numbers in parentheses in the right-hand margin.

7. Try to keep the interview moving! Often the respondent may want to talk a lot about a subject; try to prod them on (nicely) and proceed with the interview.

8. It is better to record more detail than necessary rather than too little. There is plenty of space in the schedule for

comments and non-precoded categories. If you are in doubt about what category to assign a response -- don't. Give full information and leave it to the coders. To ensure that they see these questions, mark the question number clearly in the clear space on the left-hand side of the first page of the schedule. This is very important as sometimes the interviewer tends to summarize too much. Avoid this.

9. DK means Don't Know. REF means Refused. If the skip patterns indicate that you are not to ask a question of this particular respondent, you will leave the missed question blank. The only blank questions should be those skipped according to directions.

C. Editing

After you have finished with an interview, have filled out the Post-Interview Ratings and marked your times on the front page of the schedule, then you should give your schedule a final check before you turn it in. Check:

1. Skip patterns. Call back if you wrongly skipped something.
2. Fill in blanks you left empty during the interview. For example, put in prefacing zeroes where necessary, compute months employed if you jotted down years during the interview, etc.
3. Check for impossible patterns and call back to verify. If possible, you should catch these during the interview.

4. Jot down the numbers of the questions which concern you on the front cover of the schedule.

D. The Front Page

Basic information on the interview is included on the first page. First, record time of first contact with the respondent. Record time to the minute, do not try to round or estimate. All times should be entered using a 24-hour clock, e.g., 8:00 in the evening is 2000. The rest of the front page can be filled out after you have completed the interview. Record the time you finish the interview after completing Post-Interview Ratings; compute the length of the interview and record this. Record date and day of week of the interview and write your name and interviewer number in the appropriate place. Carefully record the Serial Number from the upper-right-hand corner of the cover sheet label onto the front page of the schedule. This is vitally important as it permits us to match cover sheets to interview schedules. Be sure it is accurate.

Summary Table of Persons in Household

1. Read through questions 1-6 for each member of the household. If there are more than ten in the household, record information on additional people in the space below the table.

2. In computing years of schooling completed, do not count nursery school, pre-school, or kindergarten years. This is a two-column response category, so students who have completed the fifth grade would be recorded as 05; students still in the fifth grade would be recorded as 04. Children who have yet to attend school are recorded as 00 years of schooling.

3. Babies under the age of one year are recorded as 00 years of age.

4. In coding highest degree, use the following codes:

0	Less than High School Diploma
1	High School Diploma or GED (General Education Degree)
2	Two Year Degree from a Vocational School; Junior or Community College Degree; Associate Degree (LPN)
3	Bachelor's Degree (B.A. or B.S.; R.N.)
4	Graduate Degree (M.A., M.S., or M.S.W., Ph.D., or M.D., J.D., law degree, ministry, chiropractor, optometry, dentistry)

5. Code the status of each member of the household in the survey as either the respondent, the respondent's spouse, the selected child or other. For several of the questions a sample of children is necessary. If the respondent lists any own children (natural or adopted) between the ages of 6 and 17 in the household, use the child selection table printed on the cover sheet label to select a child to inquire about. Use only R.'s children 6-17 in this selection process. Circle '3' (selected child) as this child's status in the survey and mark the child's name down on a piece of paper so that you can refer to the child by name in the appropriate question (Q. 73).

Directions for Specific Items

12., If more than one category fits, circle the one highest
&13. on the list.

12B. We want as much detail as possible here!! Just "teacher"
& or "foreman" is not enough. Be much more specific. Don't
13B. be afraid to put down too much information. It is sometimes
helpful to know place of employment, e.g., meat cutter at
Safeway, at Farmland, etc. Be sure to get the detail re-

quested for farmers. This is very important. For military personnel, get rank. This information should be gathered only for current job, or, in the case of former workers, most recent job.

12C. This refers to time with this employer in this job, not to
& particular occupation. Unless major change in duties (say,
13C. from mechanic to sales work), all time with the employer will count. For farmers, time on this land or in this region.

16. If they give you a very general category of religion, for example, "Christian," record this as "Other" and probe for the name of the church they attend.

18. If R. said "None" to Q. 16, ask: "How long have you had no religious preference?"

19A. This refers to membership in a particular church, not how long they have had a particular religious preference. Some may count themselves as members since joining a church in their community, some since confirmation, etc. Since most churches do have membership in a particular church, this is what we are interested in here.

24. If you do the interview before March 7, the beginning of Lent, use the first part; otherwise, use the second part of the question.

25. This refers to anything they believe is religious or devotional.

26. For each group the respondent belongs to, record the name and the type (1 through 8) on the chart. If a person belongs to three church groups, list these on 3 separate

lines and put "1" after each name for type. Get the name of the group as accurately as possible. Do not use initials. After listing each organization in a type, ask the office and hours information before going on to the next type.

39. A townhouse is a rowhouse where each unit has access to the o outdoors. A condominium could thus be either a townhouse or an apartment. These categories refer to the building itself, not to the ownership status. Most duplexes, for example, would be counted as townhouses.

40. Young people residing with their parents would record their parents' ownership status. People who live in free housing, housing in exchange for some non-quantifiable service, etc., are recorded as "Other".

41. This question is attempting to find out what recent actions people have taken. We are concerned only with actions taken for the first time in 1983. For example, annual storm window installation would not count. Use the response categories to code each response, but do not use them as probes. If a respondent says "No", then code 2 -- do not ask for further information. If they volunteer additional information, fit fit the response as best as possible into the other codes.

54. Check all the categories that the R. mentions in their
& answer. Use your best judgment. Do not read the responses
60. to the Respondent.

68. This question is intentionally "double barrelled". We are interested in how they would feel about the whole position, not one part or the other. Thus, if a respondent says, I would support one and not the other, then ask them, "Overall, how would you vote?"

73.- These questions refer to the entire University of Nebraska
78. system (UNL, UNO, and the Medical Center). If the R. asks you about this, tell them it refers to the entire system.

79. These questions do refer to public secondary schools, those running from grades 7 through 12.

82. This is a complex set of questions and you will need to pay attention very carefully. Note that they are concerned only about recreational activity in the last 12 months, since February, 1983. Only children 6-17 are eligible for these questions. Note that all questions concerning location, change in participation, etc., are to be asked only about the respondent. If the spouse and/or child was the only participant, do not ask about location, etc. Use your own words to fill out the chart. Use the chart itself as a guide to the appropriate questions. Where no place is indicated for the answer to be coded, the question is not to be asked.

83. Trips that should be excluded include trips in which the respondent's job involves operating a vehicle. For example, a bus, truck, motor vehicle driver, or pilot, would not be counted. However, if as part of the job, some driving and trips may be required (e.g., a traveling salesman) then their business trips would be included.

96. The income question concerns all related members of the household who pool their income. Earnings of youngsters or social security payments to elderly parents are not included unless this income is contributed to the family pool. Young adults living with their parents or older people living with grown children should record only their own income unless they have access to the family checkbook.

97. If a persons says they belong to two racial/ethnic groups, ask for the one they usually consider themselves. If they cannot choose, record the two groups in "Other".

98. This information is important for coding the location of the respondent. Get the location as accurately as possible. If respondent chooses to indicate their location in another way (e.g., one mile north of the junction of Hwy. 77 and 2), record it that way. Be sure the information is specific enough, within a mile or two, for our coders to pinpoint where the person lives.

99A. & 99B. You may reword or elaborate this any way you wish to secure this information. Include first name and middle name or initial as well as last name. Husband's name would be appropriate for married or widowed women.

Post-Interview Ratings

Record the time that the interview is completed after filling out the Post-Interview Ratings. Answer the Post-Interview questions as fully as possible using your best judgment. Always give a Thumbnail Sketch, even if the interview went smoothly with no problems. We want your impression of how the interview went and any complications you noted.

Bureau of Sociological Research Staff

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APPENDIX E

CONTROL RECORD LOG

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska 68588

SHEET NO.______

NASIS -
INTERVIEW PROCESSING CONTROL RECORD

gned er	Sequence Number	Type	Date In	Precoded Seg.		Coded Seg.		Date Verif.	Date I.D. Sep. and Filed
				Date Punched	Date Verif.	Date Coded	Date Punched		

APPENDIX F

RESPONSES TO OPEN-ENDED CORE QUESTIONS, OCCUPATIONAL TYPE CODES, CITY CODES, AND COUNTY CODES

1984 NASIS ITEM 16
OTHER RELIGIOUS PREFERENCE

92 NON - DENOMINATIONAL. MEET IN VARIOUS HOMES IN THE AREA - USUALLY TWICE A WEEK.

219 CHRISTIAN. ATTENDED A NONDENOMINATIONAL CHURCH BEFORE MOVING TO LINCOLN.

239 NO RELIGION: ATHEIST

346 NO RELIGION NOW. I WAS LUTHERAN, THEN THEY KICKED ME OUT OF THE CHURCH! YOU FIGURE IT OUT!

526 AGNOSTIC. HE SAID HE WAS AN "OTHER" RATHER THAN A "NONE"

841 AGNOSTIC - DON'T PRACTICE GOD, BUT YET BELIEVES THERE IS ONE.

863 AGNOSTIC

896 A CHRISTIAN

1016 NO RELIGION!

1984 NASIS ITEM 17
OTHER PROTESTANT DENOMINATION

4 MENNONITE

35 CHRISTIAN.

41 CHRISTIAN SCIENCE.

46 EVANGELICAL COVENANT

62 NAZARENE.

65 ECCUMINICAL.

68 CHRISTIAN INDEPENDENT

79 PENTECOSTAL

98 FUNDAMENTALIST

100 MENNONITE.

[illegible]4 FREE MISSION CHURCH

145 SEVENTH-DAY ADVENTIST

174 "AMERICAN"

177 PENTECOSTAL.

183 SALVATION ARMY CHURCH

189 CHRISTIAN TYPE

237 CHURCH OF GOD

266 SEVENTH DAY ADVENTIST

281 PENTECOSTAL

313 JEHOVAH WITNESS.

345 CHRISTIAN SCIENCE.

360 INDIAN HILLS COMMUNITY CHURCH.

362 PENTICOSTAL

385 NON-CHRISTIAN

386 COMMUNITY CHURCH

1984 NASIS ITEM 17
OTHER PROTESTANT DENOMINATION

401 CHURCH OF GOD: FUNDAMENTALIST.

410 BEREAN FUNDAMENTAL

428 "GOSPEL CHAPEL"

435 CHRIST MISSIONARY ALLIANCE

438 JEHOVAH WITNESS.

442 BEREAN FUNDAMENTAL.

444 PENTECOSTAL

445 L.D.S. (LATTER DAY SAINTS)

453 MENNONITE BRETHREN

455 CAN'T REMEMBER. HE SAID IT WAS "SANCTIFIED"

4[illegible]5 CHURCH OF GOD

481 SEVENTH-DAY ADVENTIST.

488 CHRISTIAN CHURCH

490 DUTCH REFORMED. I WAS BAPTIZED A BAPTIST BUT JOINED DUTCH REFORMED, BUT WOULD LIKETO RETURN TO THE BAPTIST CHURCH NOW.
492 JEHOVAH WITNESS.

494 CHRISTIAN ALLIANCE.

501 PENTECOSTAL

512 FIRST COVENANT CHURCH

528 NON-DENOMINATIONAL

529 CHURCH OF GOD

530 CHRISTIAN

533 NAZARENE

558 NON-DENOMINATIONAL

[illegible] LAYMEN'S HOME MISSIONARY.

596 NON DENOMINATIONAL.

1984 NASIS ITEM 17
OTHER PROTESTANT DENOMINATION

603 ALL DENOMINATIONAL.

614 JEHOVAH'S WITNESS.

615 AFRICAN METHODIST

626 COVENANT CHURCH

640 "CHRISTIAN"

643 SEVENTH-DAY ADVENT

646 PENTACOSTAL.

648 PLYMON BROTHERAN #4

690 PENTECOSTAL.

720 REFORMED FAITH. (CHECKED WITH HIM TO SEE IF IT WAS LUTHERAN, BUT HE SAID "NO.")

7[illegible]7 JEHOVAH'S WITNESS.

743 NAZARENE

754 COMMUNITY BIBLE CHURCH.

764 LATTER-DAY SAINTS

773 CHRISTIAN - PERSONAL BELIEF

774 COMMUNITY CHURCH NON- DENOMINATIONAL.

776 QUAKER

785 DUBOIS BOYS BIBLE (ISN'T IN EXISTENCE ANYMORE)

788 IT'S FUNDAMENTALIST BUT NON-DENOMINATIONAL. I'M REAL FUNNY ABOUT RELIGION, SO THAT'S ALL I'LL SAY!

797 JEHOVAH'S WITNESS

831 EVANGELICAL

842 INDEPENDENT BIBLE CHURCH

846 AMERICAN REFORMED

[illegible] NATIVE AMERICAN

904 INDEPENDENT BIBLE CHURCH

1984 NASIS ITEM 17
OTHER PROTESTANT DENOMINATION

906 CHURCH OF CHRIST

1000 EVANGELICAL UNITED BRETHREN.

1002 FUNDAMENTALIST.

1984 NASIS ITEM 39
OTHER HOUSING UNIT TYPE

181 MODULAR HOME SET ON FOUNDATION. "DOUBLE WIDE"

333 DORM.

815 PROJECT, SHE SAID

1984 NASIS ITEM 97
OTHER RACE

```
 85 FRENCH

114 SWEDISH

281 COMBINATION WHITE &        AMERICAN INDIAN

707 KOREAN

773 HALF JAPANESE, HALF        MIXTURE - IRISH, BLACK,       AMERICAN INDIAN.
```

Occupational Type Codes Used on Occupation Questions

01	Professional, Technical and Kindred Workers
02	Managers, Officials and Proprietors
03	Clerical and Kindred Workers
04	Sales Workers
05	Craftsmen and Foremen
06	Operatives
07	Non-Farm Laborers
08	Private Household Workers
09	Service Workers
10	Farm Laborers or Foremen
11	Military
12	Farmer owning 2500 or more acres, irrigation not ascertained
13	Farmer owning 2500 or more acres, non-irrigated
14	Farmer owning 2500 or more acres, secondary irrigation
15	Farmer owning 2500 or more acres, primary irrigation
16	Farmer owning 2000-2499 acres, irrigation not ascertained
17	Farmer owning 2000-2499 acres, non-irrigated
18	Farmer owning 2000-2499 acres, secondary irrigation
19	Farmer owning 1000-1999 acres, primary irrigation
20	Farmer owning 500-999 acres, irrigation not ascertained
21	Farmer owning 500-999 acres, non-irrigated
22	Farmer owning 500-999 acres, secondary irrigation.
23	Farmer owning 500-999 acres, primary irrigation
24	Farmer owning 220-499 acres, irrigation not ascertained
25	Farmer owning 220-499 acres, non-irrigated
26	Farmer owning 220-499 acres, secondary irrigation
27	Farmer owning 220-499 acres, primary irrigation
28	Farmer owning less than 220 acres, irrigation not ascertained
29	Farmer owning less than 220 acres, non-irrigated
30	Farmer owning less than 220 acres, secondary irrigation
31	Farmer owning less than 220 acres, primary irrigation
32	Farmer renting 500 or more acres, irrigation not ascertained
33	Farmer renting 500 or more acres, non-irrigated
34	Farmer renting 500 or more acres, secondary irrigation
35	Farmer renting 500 or more acres, primary irrigation
36	Farmer renting 220-499 acres, irrigation not ascertained
37	Farmer renting 220-499 acres, non-irrigated
38	Farmer renting 220-499 acres, secondary irrigation
39	Farmer renting 220-499 acres, primary irrigation
40	Farmer renting under 220 acres, irrigation not ascertained
41	Farmer renting under 220 acres, non-irrigated
42	Farmer renting under 220 acres, secondary irrigation
43	Farmer renting under 220 acres, primary irrigation
44	Rancher, 5,000 or more head of cattle
45	Rancher, 3,000 - 4,999 head of cattle
46	Rancher, 1,500 - 2,999 head of cattle
47	Rancher, 750 - 1,499 head of cattle
48	Rancher, 250 - 749 head of cattle
49	Rancher, 100 - 249 head of cattle
50	Rancher, less than 100 head of cattle
51	Rancher, Not Elsewhere Classified
52	Farmer, Own, Not Elsewhere Classified
53	Farmer, Rent, Not Elsewhere Classified

54 Farmer, Not Elsewhere Classified
55 Retired, No Other Information
56 Farmer-Rancher, Not Elsewhere Classified
57 Farmer owning 1000-1999 acres, non-irrigated
58 Farmer owning 1000-1999 acres, secondary irrigation
59 Farmer owning 1000-1999 acres, primary irrigation
60 Farmer owning 2000-24999 acres, primary irrigation
61 Dairy Farmer
62 Farmer, Own-Rent, primary irrigation
63 Hog Farmer
64 Rancher-Farmer, own 1000-1999 acres, 100-249 head of cattle
65 Farm/Ranch Manager
66 Grain, dairy and hog farmer
67 Grain, hog and beef farmer
68 Grain and hog farmer
69 Rancher-Farmer, own 220-499 acres, rent 8500 acres, 250-749 head of cattle
70 Sheep raiser
71 Farmer, cattle feeder, 500 head fed each year
72 Farmer, own-rent, non-irrigated, dairy cattle, cattle
73 Rancher, own 2000 dryland, cattle operation
74 Farmer, hog and beef
75 Manager Swine Operation - 2000 hogs
76 Farmer, owns 320 non-irrigated acres, 200 cattle, 500 hogs
77 Farmer, owns 720 irrigated acres, 1000 hogs

CITIES FOR NASIS-84

0010	Adams
0015	Ainsworth
0020	Albion
0025	Alda
0035	Allen
0040	Alliance
0045	Alma
0080	Arapahoe
0085	Arcadia
0090	Arlington
0105	Ashland
0115	Atkinson
0125	Auburn
0130	Aurora
0170	Bartley
0185	Bayard
0195	Beatrice
0215	Beemer
0230	Bellevue
0250	Benkelman
0260	Bennington
0285	Blair
0290	Bloomfield
0295	Bloomington
0305	Blue Springs
0320	Brady
0355	Broken Bow
0400	Burwell
0425	Callaway
0445	Carroll
0450	Cedar Bluffs
0455	Cedar Rapids
0465	Central City
0475	Chadron
0490	Chappell
0505	Clarkson
0535	Coleridge
0545	Columbus
0590	Cozad
0610	Creighton
0620	Crete
0625	Crofton
0635	Culbertson
0640	Curtis
0650	Dakota City
0675	Davenport
0685	David City
0695	Daykin
0745	Dodge
0765	Dubois
0825	Elkhorn
0830	Elm Creek
0845	Elwood
0875	Eustis
0890	Fairbury
0905	Falls City
0915	Farnam
0950	Fremont
0985	Geneva
0995	Gering
1000	Gibbon
1015	Glenvil
1025	Gordon
1030	Gothenberg
1045	Grand Island
1050	Grant
1065	Gresham
1070	Gretna
1115	Hampton
1130	Harrison
1145	Hastings
1170	Hebron
1175	Hemingford
1195	Herman
1210	Hildreth
1220	Holdrege

1275	Humphrey
1295	Imperial
1350	Kearney
1360	Kennard
1370	Kimball
1380	Laurel
1383	LaVista
1415	Lexington
1425	Lincoln
1455	Loomis
1490	Lyons
1495	McCook
1515	Madison
1520	Madrid
1530	Malcolm
1540	Manley
1575	Maywood
1600	Merna
1610	Milford
1615	Millard
1635	Minden
1670	Mullen
1695	Nebraska City
1725	Newcastle
1730	Newman Grove
1755	Norfolk
1765	North Bend
1775	North Platte
1812	Offutt
1815	Ogallala
1820	Ohiowa
1825	Omaha
1830	O'Neill
1845	Ord
1865	Oshkosh
1880	Overton
1885	Oxford
1890	Page
1900	Palmer
1915	Papillion
1935	Pender
1965	Pilger
1970	Plainview
1980	Plattsmouth
2045	Ralston
2055	Ravenna
2085	Rising City
2130	Rulo
2155	St. Paul
2165	Sargent
2175	Schuyler
2185	Scottsbluff
2190	Scribner
2200	Seward
2230	Sidney
2255	South Sioux City
2260	Spalding
2275	Springfield

2290	Stanton
2345	Stromsburg
2350	Stuart
2360	Superior
2375	Sutton
2385	Syracuse
2415	Tecumseh
2420	Tekamah
2435	Thedford
2455	Trenton
2465	Uehling
2495	Valentine
2500	Valley
2535	Waco
2545	Wakefield
2555	Walthill
2570	Waterloo
2590	Wayne
2595	Weeping Water
2620	West Point
2645	Winnebago
2655	Wisner
2685	Wymore
2695	York
2700	Yutan
2706	Morrill
2785	Odessa
2850	Homer
3330	Kramer
3335	Eli
9996	Rural Area

001	Adams (13)
003	Antelope (11)
005	Arthur (19)
007	Banner (22)
009	Blaine (26)
011	Boone (10)
013	Box Butte (23)
015	Boyd (24)
017	Brown (24)
019	Buffalo (15)
021	Burt (6)
023	Butler (8)
025	Cass (4)
027	Cedar (25)
029	Chase (19)
031	Cherry (24)
033	Cheyenne (21)
035	Clay (13)
037	Colfax (10)
039	Cuming (6)
041	Custer (26)
043	Dakota (3)
045	Dawes (23)
047	Dawson (16)
049	Deuel (21)
051	Dixon (25)
053	Dodge (5)
055	Douglas (1)
057	Dundy (20)
059	Fillmore (9)
061	Franklin (17)
063	Frontier (16)
065	Furnas (17)
067	Gage (14)
069	Garden (22)
071	Garfield (26)
073	Gosper (16)
075	Grant (19)
077	Greeley (26)
079	Hall (12)
081	Hamilton (12)
083	Harlan (17)
085	Hayes (20)
087	Hitchcock (20)
089	Holt (24)
091	Hooker (18)
093	Howard (12)
095	Jefferson (14)
097	Johnson (7)
099	Kearney (15)
101	Keith (19)
103	Keya Paha (24)
105	Kimball (21)
107	Knox (25)

109	Lancaster (2)
111	Lincoln (18)
113	Logan (18)
115	Loup (26)
117	McPherson (18)
119	Madison (11)
121	Merrick (12)
123	Morrill (22)
125	Nance (10)
127	Nemaha (7)
129	Nuckolls (13)
131	Otoe (4)
133	Pawnee (7)
135	Perkins (19)
137	Phelps (17)
139	Pierce (11)
141	Platte (10)
143	Polk (9)
145	Red Willow (20)
147	Richardson (7)
149	Rock (24)
151	Saline (8)
153	Sarpy (1)
155	Saunders (4)
157	Scotts Bluff (22)
159	Seward (8)
161	Sheridan (23)
163	Sherman (26)
165	Sioux (23)
167	Stanton (11)
169	Thayer (14)
171	Thomas (18)
173	Thurston (6)
175	Valley (26)
177	Washington (5)
179	Wayne (11)
181	Webster (13)
183	Wheeler (26)
185	York (9)

Planning and Development Region numbers are in parentheses following county name.

APPENDIX G

LIST OF VARIABLES

List of Variables in NASIS-84

The names of most variables reflect the number of the item in the interview schedule. Therefore, VAR8 would be the information asked in the question number 8 ("Do you live on a farm, in open country but not on a farm, or in a town or city?"). Some questions did not have numbers, or there were multiple questions asked under the same number. If multiple questions were asked under the same number, then each item is followed either by an A, B, C, ..., or in some more complex cases where it already has a letter, by sequential numbers after the letter.

The primary items without numbers are those from the summary table at the beginning of the interview which gives basic demographic characteristics for all persons in the dwelling unit. These variables have been given two-part labels. The first is a set of letters which abbreviates the variable number, for example DEGREE indicates highest degree of the person listed and MARITL gives marital status. These letters are followed by a number which identifies persons in the household by the order in which they were listed in the summary table. Thus MARITL2 would tell the marital status of the second person listed. Another variable identifies the person who was the respondent and moves all the information about them into a separate set of variables. These use the same alphabetic label, but are followed by the letter 'R' indicating respondent, for example, MARITLR. If the label is followed by the letter 'S', it describes the respondent's spouse. The child respondent selected for question 82 is described in another set of summary variables followed by the letter 'C'.

Created variables do not have a name with a number, but are given a name that clearly indicates what they are (e.g., COUNTY is the county the household is located in).

Variable Name	Variable Label
PROJ1	Project number card #1
INTERNO	Interviewer i.d. number in 1984
ID	ID number in 1984
BEGAN	Time interview began
ENDED	Time interview ended
LENGTH	Length of interview in minutes
MONTH	Month interview completed
DAYCOM	Day interview completed
DAY	Day of week of interview
AREACD	First digit of area code
PREFIX	Prefix of R.'s telephone number
RELATN1	Relation of resident number 1 to P.I.E.
SEX1	Sex of resident number 1
AGE1	Age of resident number 1
MARITL1	Marital status of resident number 1
SCHOOL1	Years of schooling - resident number 1
DEGREE1	Highest degree - resident number 1
STATUS1	Status in survey of resident number 1
RELATN2	Relation of resident number 2 to P.I.E.
SEX2	Sex of resident number 2
AGE2	Age of resident number 2
MARITL2	Marital status of resident number 2
SCHOOL2	Years of schooling - resident number 2
DEGREE2	Highest degree - resident number 2
STATUS2	Status in survey of resident number 2
RELATN3	Relation of resident number 3 to P.I.E.
SEX3	Sex of resident number 3
AGE3	Age of resident number 3
MARITL3	Marital status of resident number 3
SCHOOL3	Years of schooling - resident number 3
DEGREE3	Highest degree - resident number 3
STATUS3	Status in survey of resident number 3
RELATN4	Relation of resident number 4 to P.I.E.
SEX4	Sex of resident number 4
AGE4	Age of resident number 4
MARITL4	Marital status of resident number 4
SCHOOL4	Years of schooling - resident number 4
DEGREE4	Highest degree - resident number 4
STATUS4	Status in survey of resident number 4
RELATN5	Relation of resident number 5 to P.I.E.
SEX5	Sex of resident number 5
AGE5	Age of resident number 5
MARITL5	Marital status of resident number 5
SCHOOL5	Years of schooling - resident number 5
DEGREE5	Highest degree - resident number 5
STATUS5	Status in survey of resident number 5
RELATN6	Relation of resident number 6 to P.I.E.
SEX6	Sex of resident number 6
AGE6	Age of resident number 6
MARITL6	Marital status of resident number 6
SCHOOL6	Years of schooling - resident number 6
DEGREE6	Highest degree - resident number 6
STATUS6	Status in survey of resident number 6

RELATN7	Relation of resident number 7 to P.I.E.
SEX7	Sex of resident number 7
AGE7	Age of resident number 7
MARITL7	Marital status of resident number 7
SCHOOL7	Years of schooling - resident number 7
DEGREE7	Highest degree - resident number 7
STATUS7	Status in survey of resident number 7
RELATN8	Relation of resident number 8 to P.I.E.
SEX8	Sex of resident number 8
AGE8	Age of resident number 8
MARITL8	Marital status of resident number 8
SCHOOL8	Years of schooling - resident number 8
DEGREE8	Highest degree - resident number 8
STATUS8	Status in survey of resident number 8
RELATN9	Relation of resident number 9 to P.I.E.
SEX9	Sex of resident number 9
AGE9	Age of resident number 9
MARITL9	Marital status of resident number 9
SCHOOL9	Years of schooling - resident number 9
DEGREE9	Highest degree - resident number 9
STATUS9	Status in survey of resident number 9
RELATN0	Relation of resident number 10 to P.I.E.
SEX0	Sex of resident number 10
AGE0	Age of resident number 10
MARITL0	Marital status of resident number 10
SCHOOL0	Years of schooling - resident number 10
DEGREE0	Highest degree - resident number 10
STATUS0	Status in survey of resident number 10
VAR7	County respondent lives in
VAR8	Type of area respondent lives in
VAR8A	Community respondent lives in
VAR9	Someone in household actively farming/ranching
VAR10	Crime safety of community versus two years ago
VAR11	Neighborhood Watch Group in R.'s neighborhood?
VAR11A	Neighborhood Watch Group contacted R.?
VAR11A1	R. or member of household attend Neighborhood Watch Group meeting?
VAR12	Respondent's work status last week
VAR12A	Respondent employed as long as 1 year?
VAR12B1	Respondent's S.E.I. code
VAR12B2	Respondent's type of occupation
VAR12C	Months respondent worked at current job
VAR13	Spouse's work status last week
VAR13A	Spouse employed for as long as 1 year?
VAR14	Number of times R. has been married
VAR15	Respondent's description of marriage
VAR16	Respondent's religious preference
VAR17	Respondent's specific protestant denomination
VAR18	Numbers years R. has been that denomination
VAR19	Respondent member of a local church?
VAR19A	Number of years R. member of church
VAR20	R. attend religious services in last 7 days?
VAR21	During past year, how often R. attended religious services?

VAR22	During past year, how often R. said grace?
VAR23	During past year, how often R. read Bible or other religious material?
VAR24	R. plan to give up anything for Lent?
VAR25	R. do anything else religious or devotional at home?
VAR26A1	Type of organization - number 1
VAR26A2	R. ever held office in organization number 1?
VAR26A3	Number hours a month spent in organization 1
VAR26B1	Type of organization - number 2
VAR26B2	R. ever held office in organization number 2?
VAR26B3	Number hours a month spent in organization 2
VAR26C1	Type of organization - number 3
VAR26C2	R. ever held office in organization number 3?
VAR26C3	Number hours a month spent in organization 3
VAR26D1	Type of organization - number 4
VAR26D2	R. ever held office in organization number 4?
VAR26D3	Number hours a month spent in organization 4
VAR26E1	Type of organization - number 5
VAR26E2	R. ever held office in organization number 5?
VAR26E3	Number hours a month spent in organization 5
VAR26F1	Type of organization - number 6
VAR26F2	R. ever held office in organization number 6?
VAR26F3	Number hours a month spent in organization 6
VAR26G1	Type of organization - number 7
VAR26G2	R. ever held office in organization number 7?
VAR26G3	Number hours a month spent in organization 7
VAR26H1	Type of organization - number 8
VAR26H2	R. ever held office in organization number 8
VAR26H3	Number hours a month spent in organization 8
VAR26I1	Type of organization - number 9
VAR26I2	R. ever held office in organization number 9
VAR26I3	Number hours a month spent in organization 9
VAR26J1	Type of organization - number 10
VAR26J2	R. ever held office in organization number 10?
VAR26J3	Number hours a month spent in organization 10
VAR27A	R. consider self strong Republican/Democrat
VAR27B	R. closer to Republican/Democratic party?
VAR28	Does Nebraska Legislature have 1 or 2 houses?
VAR28A	Would R. like Nebraska to have 1 or 2 houses?
VAR29	Are Nebraska Legislators identified by party?
VAR29A	R. for or against party labels on ballot?
VAR30	How R. rates job done by Nebraska Legislature
VAR31	How R. rates job done by Gov. Kerrey
ENR32	Setting of thermostat in winter
ENR33	Does thermostat have automatic temperature setback?
ENR34	Setting of thermostat at night
ENR35	Setting of thermostat when no one home
ENR36	Does R.'s household have central air conditioning?
ENR37	Setting of air conditioning in summer
ENR38	Would R. install combination air conditioning/heat pump?
ENR39	R.'s present housing unit type

ENR40	R. or someone in household buy, own, or rent current resident?
ENR41A	R. caulk or weatherstrip doors/windows?
ENR41B	R. install storm windows?
ENR41C	R. install storm doors?
ENR41D	R. add attic insultation?
ERN41E	Add insulation inside walls?
ENR42	Is heating system old enough to be replaced?
ENR43	Would R. consider switching primary energy source?
ENR44	Which energy source would R. switch to?
ENR45	What is present source of heat?
ENR46	R. know if water heater has temperature setting?
ENR47	Change temperature setting in last year?
ENR48	Does R. have waterbed in home?
ENR49	When was (first) waterbed installed?
ENR50A	Importance of comfort/luxury when shopping for new car
ENR50B	Importance of gas mileage when shopping for new car
ENR50C	Importance of car manufacturer when shopping for new car
ENR50D	Importance of cost when shopping for new car
ENR51	Most important factor when buying new car
ENR52	Most pressing energy problem in Nebraska
LAB53	R. ever hear of Nebraska Department of Labor
LAB54A	Department of Labor oversees business practices
LAB54B	Department of Labor monitors labor practices/ conditions
LAB54C	Department of Labor regulates labor in Nebraska
LAB54D	Department of Labor monitors labor force trend in Nebraska
LAB54E	Department of Labor administors labor laws of Nebraska
LAB54F	Department of Labor helps people find jobs
LAB54G	Department of Labor mediates labor problems
LAB54H	Department of Labor - other tasks
LAB55	R. ever contacted by Department of Labor
LAB55A1	Department of Labor contact R. by mail?
LAB55A2	Department of Labor contact R. by telephone?
LAB55A3	Department of Labor contact R. in person?
LAB56	Ever receive mail from Department of Labor?
LAB56A	R. found Department of Labor mail useful?
LAB57	R. ever use Department of Labor in area?
LAB57A	R. found Department of Labor useful?
LAB58	R. know anyone who used Department of Labor?
LAB59	R. ever heard of Nebraska Job Service?
LAB59A	What does Job Service do?
LAB60	R. ever use Job Service?
LAB60A1	Used Job Service - R. to find workers
LAB60A2	Used Job Service - Help R. look for job
LAB60A3	Used Job Service - Help R. find job

LAB60A4	Used Job Service - R. got job counseling
LAB60A5	Used Job Service - R. took test
LAB60A6	Used Job Service - R. given list of jobs
LAB60A7	Used Job Service - other
LAB60B	How helpful was Job Service?
LAB61	R. know anyone else who used Job Service?
LAB62	Ever heard of Ceta/Job Training Programs?
LAB62A	What do Ceta/Job Training Programs do?
LAB63	Ever enrolled in job training program?
LAB63A	What type of job training?
LAB63B	Job training program helpful?
FORM1	Type 1 of Interview Schedule
VAR64A	R. voted in last 2 years?
VAR64B	R. wrote letter, joined organization, or worked on campaign in last 2 years?
POL65A	R. favor regulating doctor's fees?
POL65B	R. favor regulating hospital fees?
POL65C	R. favor nurse practitioners?
POL65D	Favor insurance companies to require those they insure to go for care to those who charge least?
POL65E	State must okay hospital's spending large amounts on new equipment/facilities?
POL65F	Favor government fixing hopsital charges for various treatments?
NUC66	Favor or oppose nuclear freeze?
NUC66A1	Against freeze - decrease national security
NUC66A2	Against freeze - Soviets ahead of us
NUC66A3	Against freeze - Soviets not trustworthy
NUC66A4	Against freeze - bad for economy
NUC66A5	Against freeze - nuclear war more likely
NUC66A6	Against freeze - President against freeze
NUC66A7	Against freeze - freeze not verifiable
NUC66A8	Against freeze - other reasons
NUC66B1	Undecided on freeze - due to national security
NUC66B2	Undecided on freeze - don't know about Soviets
NUC66B3	Undecided on freeze - due to economy
NUC66B4	Undecided on freeze - nuclear war
NUC66B5	Undecided on freeze - Presidential support
NUC66B6	Undecided on freeze - don't know about Soviets
NUC66B7	Undecided on freeze - freeze verifiable?
NUC66B8	Undecided on freeze - don't know what freeze is
NUC66B9	Undecided on freeze - other reasons
NUC67	Oppose or favor MX Missile in western Nebraska
NUC67A1	Favor MX - increase in national security
NUC67A2	Favor MX - good for economy
NUC67A3	Favor MX - help in arms talks
NUC67A4	Favor MX - nuclear war less likely
NUC67A5	Favor MX - help catch Soviets
NUC67A6	Favor MX - western Nebraska supports it
NUC67A7	Favor MX - President supports it
NUC67A8	Favor MX - help economy of western Nebraska
NUC67A9	Favor MX - other reasons

NUC67B1	Undecided on MX - due to national security
NUC67B2	Undecided on MX - due to economy
NUC67B3	Undecided on MX - due to arms talks
NUC67B4	Undecided on MX - nuclear war more/less likely
NUC67B5	Undecided on MX - western Nebraska oppose or support?
NUC67B6	Undecided on MX - due to western Nebraska's economy
NUC67B7	Undecided on MX - MX really needed?
NUC67B8	Undecided on MX - other reasons
NUC68	For or Against putting freeze issue on ballot
NUC69	Should issues like this be on the ballot?
NUC70	Effect of issue on government leaders?
FORM2	Type 2 Interview Schedule
UNI73	How important is it for the University to give college education?
UNI73A	How well is the University doing at giving a college education?
UNI74	How important is it for the University to train professionals?
UNI74A	How well is the University doing at training professionals?
UNI75	How important is it for the University to conduct research?
UNI75A	How well is the University doing at conducting research?
UNI76	How important is it for the University to provide services?
UNI76A	How well is the University doing at providing services?
UNI77	Should the University try for the top in the midwest academically?
UNI78A	R. ever taken classes at UN-L?
UNI78B	R. obtained a degree at UN-L?
UNI78C	R.'s children ever attend UN-L?
UNI78D	R. ever used extension services at UN-L?
UNI78E	R. received help in business, personal, or medically?
PE79A	Physical education should be taught in school?
PE79B	Raise taxes over cutting physical education programs?
PE79C	Physical activity after/outside of school?
PE79D	Schools in area doing good job in physical education?
PE79E	Physical education - focus on improving health
PE79F	Reduce physical education over interscholastic sports
PE80A	How important is swimming in physical education classes?
PE80B	How important is team sports in physical education classes?
PE80C	How important is gymnastics in physical education classes?
PE80D	How important is dancing in physical education classes?

PE80E	How important is outdoor activities in physical education classes?
PE80F	How important is racket sports in physical education classes?
PE80G	How important is aerobic activity in physical education classes?
PE80H	How important is self defense in physical education classes?
PE80I	How important is marksmanship in physical education classes?
PE80J	How important is individual sports in physical education classes?
PRK81	R. consider self an active outdoor person?
PRK82A1	Self - ever picnic away from home?
PRK82A2	Spouse - ever picnic away from home?
PRK82A3	Child - ever picnic away from home?
PRK82A4	Self - number days picnic
PRK82A5	Spouse - number days picnic
PRK82A6	Child - number days picnic
PRK82A7	Self - picnic more than last year?
PRK82B1	Self - ever hike?
PRK82B2	Spouse - ever hike?
PRK82B3	Child - ever hike?
PRK82B4	Self - number days hike
PRK82B5	Spouse - number days hike
PRK82B6	Child - number days hike
PRK82B7	Self - hike more than last year?
PRK82C1	Self - visit historical sites?
PRK82C2	Spouse - visit historical sites?
PRK82C3	Child - visit historical sites?
PRK82C4	Self - number days visit historical sites
PRK82C5	Spouse - number days visit historical sites
PRK82C6	Child - number days visit historical sites
PRK82C7	Self - visit historical sites more than last year?
PRK82C8	Where visit historical sites?
PRK82C9	What percent visit out of state?
PRK82D1	Self - ever go horseback riding?
PRK82D2	Spouse - ever go horseback riding?
PRK82D3	Child - ever go horseback riding?
PRK82D4	Self - number of days horseback riding
PRK82D5	Spouse - number of days horseback riding
PRK82D6	Child - number of days horseback riding
PRK82D7	Self - horseback riding more than last year?
PRK82E1	Self - snow ski?
PRK82E2	Spouse - snow ski?
PRK82E3	Child - snow ski?
PRK82E4	Self - number of days snow ski
PRK82E5	Spouse - number of days snow ski
PRK82E6	Child - number of days snow ski
PRK82E7	Self - snow ski more than last year?
PRK82E8	Snow ski in Nebraska or some other state?
PRK82E9	Percent ski out of Nebraska?

PRK82F1	Self - downhill ski?
PRK82F2	Spouse - downhill ski?
PRK82F3	Child - downhill ski?
PRK82F4	Self - number of days downhill ski
PRK82F5	Spouse - number of days downhill ski
PRK82F6	Child - number of days downhill ski
PRK82G1	Self - cross country ski?
PRK82G2	Spouse - cross country ski?
PRK82G3	Child - cross country ski?
PRK82G4	Self - number of days cross country ski
PRK82G5	Spouse - number of days cross country ski
PRK82G6	Child - number of days cross country ski
PRK82H1	Self - go snowmobiling?
PRK82H2	Spouse - go snowmobiling?
PRK82H3	Child - go snowmobiling?
PRK82H4	Self - number of days go snowmobiling
PRK82H5	Spouse - number of days go snowmobiling
PRK82H6	Child - number of days go snowmobiling
PRK82H7	Self - snowmobiling more than last year?
PRK82I1	Self - target or trap shooting?
PRK82I2	Spouse - target or trap shooting?
PRK82I3	Child - target or trap shooting?
PRK82I4	Self - number of days target or trap shooting?
PRK82I5	Spouse - number days target or trap shooting?
PRK82I6	Child - number days target or trap shooting?
PRK82I7	Self - target or trap shooting more than last year?
PRK82J1	Self - play soccer?
PRK82J2	Spouse - play soccer?
PRK82J3	Child - play soccer?
PRK82J4	Self - number of days play soccer
PRK82J5	Spouse - number of days play soccer
PRK82J6	Child - number of days play soccer
PRK82J7	Self - play soccer more than last year?
PRK82K1	Self - play baseball or softball?
PRK82K2	Spouse - play baseball or softball?
PRK82K3	Child - play baseball or softball?
PRK82K4	Self - number of days play baseball/softball
PRK82K5	Spouse - number of days play baseball/softball
PRK82K6	Child - number of days play baseball/softball
PRK82K7	Self - play baseball/softball more than last year?
PRK82L1	Self - ever fish?
PRK82L2	Spouse - ever fish?
PRK82L3	Child - ever fish?
PRK82L7	Self - fish more than last year?
PRK82L8	Fish in Nebraska or other state?
PRK82L9	Percent fish out of Nebraska?
PRK82M1	Self - fish in lake or reservoir?
PRK82M2	Spouse - fish in lake or reservoir?
PRK82M3	Child - fish in lake or reservoir?
PRK82M4	Self - number days fish in lake/reservoir
PRK82M5	Spouse - number days fish in lake/reservoir
PRK82M6	Child - number days fish in lake/reservoir

PRK82N1	Self - fish in stream or river?
PRK82N2	Spouse - fish in stream or river?
PRK82N3	Child - fish in stream or river?
PRK82N4	Self - number days fish in stream/river
PRK82N5	Spouse - number days fish in stream/river
PRK82N6	Child - number days fish in stream/river
PRK8201	Self - ice fish?
PRK8202	Spouse - ice fish?
PRK8203	Child - ice fish?
PRK8204	Self - number days ice fish
PRK8205	Spouse - number days ice fish
PRK8206	Child - number days ice fish
PRK83A	Number day trips over 100 miles
PRK83B	Number overnight trips
PRK84	Number nights on overnight trips
PRK84A	Number nights in Nebraska on overnight trips
PRK84B	Number overnight nights on vacation in NE
VAR85A	How often spend social night with friends?
VAR85B	How often get together with relatives?
VAR85C	How often watch a sporting event?
VAR85D	How often go to bar or nightclub?
VAR85E	How often go see a movie?
VAR85F	How often work on hobbies?
VAR85G	How often go to concerts or plays?
VAR85H	How often go to classes or lectures?
VAR85I	How often play cards or other indoor games?
VAR85J	How often play active sports?
VAR85K	How often write or call relatives?
VAR85L	How often write or call friends?
VAR86	How good is respondent's health?
VAR87	How often does R. exercise at least 20 minutes
VAR87A	Number of times exercise weekly or monthly?
VAR88	Last year, how often did R. feel nervous, tense, or stressed?
VAR89	Last year, how often did R. feel depressed?
VAR90	Last year, how often did R. feel had no control of life?
VAR91	Last year, how often R. felt confident to handle person problems?
VAR92	Last year, how often R. felt difficulties were piling too high?
VAR93	How happy are you these days?
VAR94	Family income in comparison with others
VAR95	Financial situation better than 2 years ago?
VAR96	Total family income more or less than $20,000?
VAR96A1	Total family income by categories over $20,000
VAR96A2	Total family income by categores under $20,000
VAR97	Race of respondent
VAR100	R.'s ability to understand questions
VAR101	R.'s interest in interview
VAR102	How suspicious was R. before interview?
VAR103	How reliable is data obtained?
VAR104	Degree of cooperation of R.
VAR105	Poor phone connection or R. talked softly?
VAR106	R. indicate already interviewed for NASIS?

COUNTY	Nebraska County Code
PDR	Planning and Development Region
XAXIS	X-Axis in Nebraska
YAXIS	Y-Axis in Nebraska
CITYSIZE	City Size according to 1980 Census
RELATNR	Relationship of Respondent to P.I.E.
SEXR	Sex of respondent
AGER	Age of respondent
MARITALR	Marital status of respondent
SCHOOLR	Years of schooling of respondent
DEGREER	Highest degree earned by respondent
RELATNS	Relationship of R.'s spouse to P.I.E.
SEXS	Sex of R.'s spouse
AGES	Age of R.'s spouse
MARITALS	Marital status of respondent's spouse
SCHOOLS	Years of schooling of respondent's spouse
DEGREES	Highest degree earned by respondent's spouse
RELATNC	Relationship of selected child to P.I.E.
SEXC	Sex of selected child
AGEC	Age of selected child
MARITALC	Marital status of selected child
SCHOOLC	Years of schooling of selected child
DEGREEC	Highest degree earned by selected child
REGION	Region of State
NOADULT	Number of adults in household
NOHHOLD	Number in household
PWATE	Weight for personal sample
HWATE	Weight for household sample
FAMINC	Total family income
AGER5	Age of respondent in 5 year categories
AGES5	Age of R.'s spouse in 5 year categories

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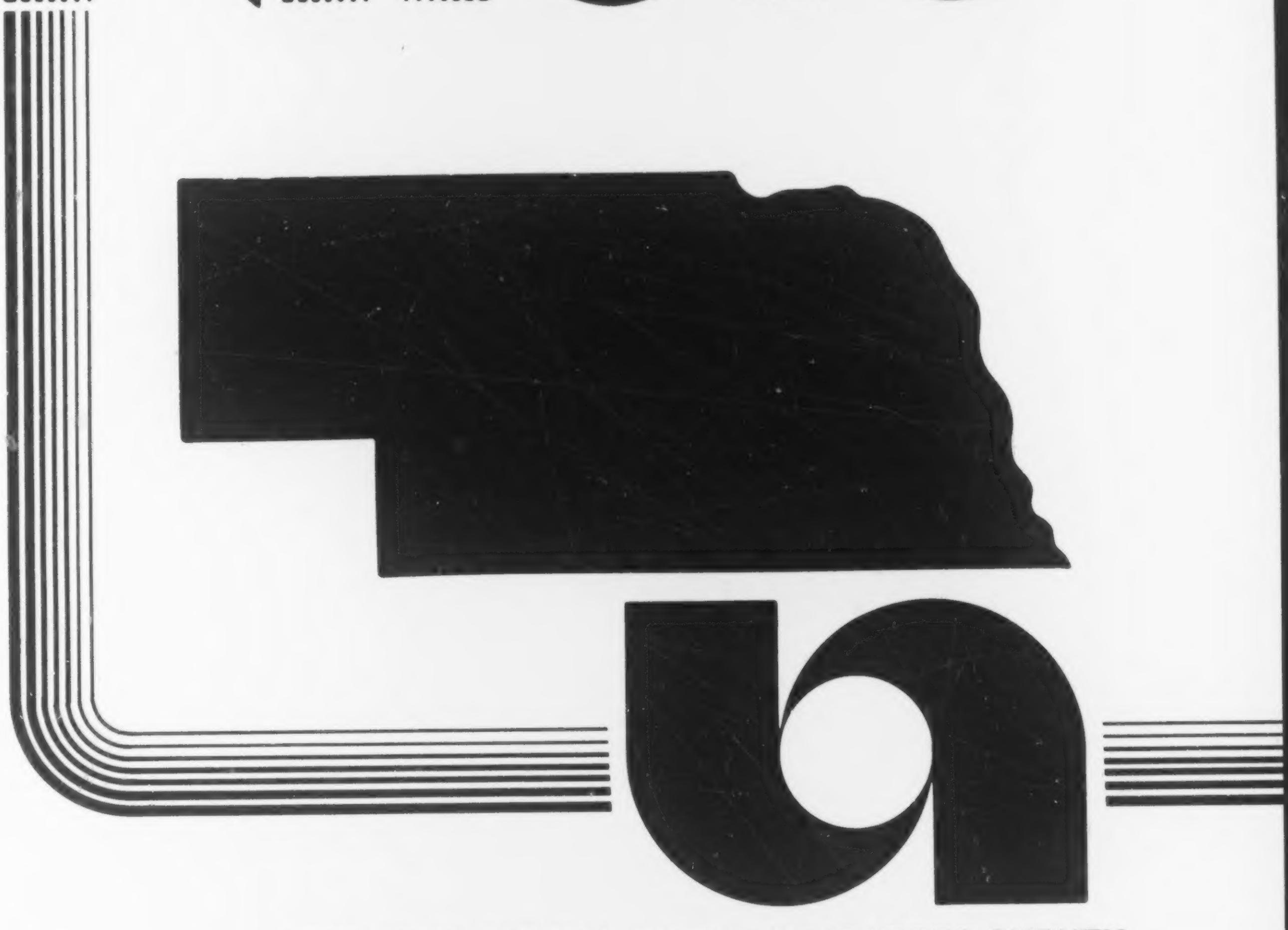
NASIS



NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-84, #2

NEBRASKANS VIEW THEIR UNIVERSITY

Alan Booth

Department of Sociology

Price: $ .75

The Nebraska Annual Social Indicators Survey

David R. Johnson - 1984 Study Director

The findings in this report are based on data collected in the eighth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for the 1984 NASIS consists of 935 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed over the telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done during March and April of 1984. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, race, and geographical distribution.

The interview averaged approximately 35 minutes and included questions about energy use, recreation, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 3.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include continuing to reinterview the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1985 NASIS Prospectus.

NEBRASKANS VIEW THEIR UNIVERSITY

How committed are the citizens of Nebraska to having a strong University? What importance do they assign to the University's missions of undergraduate education, training professionals, conducting research and providing service? And, how well do Nebraskans feel the University is fulfilling its missions? With these questions in mind, a cross section of the citizens of the State were asked about the University as part of the 1984 Nebraska Annual Social Indicators Survey conducted by the Bureau of Sociological Research.

NEBRASKAN'S DESIRE FOR ACADEMIC EXCELLENCE

A representative sample of 457 adults was interviewed. They were asked: "Now we have some questions about the University of Nebraska. Do you think the University should strive to be one of the top public supported Universities in the Midwest region academically?" Ninety-three percent said "yes". Such strong support would indicate that Nebraskans are interested in supporting excellence at the University of Nebraska. But, what importance do they attach to the various missions of the institution and how do the citizens evaluate the job the University is now doing?

To obtain information on these issues, respondents were told: "Major state universities, like the University of Nebraska, serve several different purposes. One of the purposes of the University of Nebraska is to provide thousands of students with a basic college education. Would you say this purpose of the University should be very important, somewhat important, or not too important?" Respondents were then asked: "How well do you think the University is doing in providing the students with a college education? Would you say an excellent job, a good job, or not such a good job?" These questions were repeated for the other missions: "training professionals such as lawyers, doctors, teachers, engineers, and research scientists"; "sponsoring and conducting research and other creative work"; and "directing services to the citizens of the State through such things as consultation, educational television, extension work, and medical services". A summary of responses to these questions is shown in Table 1.

IMPORTANCE OF UNIVERSITY MISSIONS

While a majority of Nebraska's citizens think all four missions are important, a substantially greater number of people think providing a college education and training professionals is "very important" compared to those who believe conducting research and servicing citizens are in the top category of importance. Whether these opinions rest on an incomplete understanding of the role of research and service in a University or on beliefs that a lower priority should be given to these tasks can only be answered by further research.

EVALUATION OF PERFORMANCE

When asked to evaluate the job the University was doing in fulfilling each of its missions, only a minority felt the University was doing an "excellent job" in any of its missions. A majority (more than 50 percent) did, however, rate the University as doing a "good job" for each mission. Fewer people gave research an "excellent" rating than to the other missions. It is noteworthy that a substantial number of people "Don't Know" how well the University is doing in fulfilling its missions. In the case of research, fully a quarter of the population (26 percent) were unable to make an evaluation. This would indicate that the University could do a better job informing its constituents about the work it is doing in fulfilling its missions.

WHO THINKS WHAT?

It is of interest to investigate whether mission priority or performance evaluation varied by region of the state, community size, education of the respondents and contact people have had with the University. Our analysis shows that importance of the missions and performance ratings did not vary by region of the State. People in the west and north had views that were similar to those that reside in the south and east. Nor did community size have any appreciable effect on the responses. People in small towns had views comparable to those living in larger communities. Even those with college experience did not differ in any appreciable way from those who did not have such experience.

As expected, people who had some direct contact with the University had views that differed from those who did not. We asked: "We'd like to know about your own contact with the University of Nebraska. As I mention different ways people make use of the University, tell me whether you had such contact: Taken classes at the University; Obtained a degree at the

University; Had children who went to the University; Used one of the extension services; or Received help for business, personal or medical problems". Fifty-one percent of the sample had some form of direct contact with the University. Information in Table 2 indicates that any type of contact with the University seems to result in people giving a higher priority to research, but has no effect on the importance assigned to the service mission. Taking classes or obtaining a degree seemed to elevate the importance of the college education and professional training missions, but other types of contact had no effect on the priority assigned to these two missions. Why direct contact (even with service components) does not alter people's view of the importance of the service needs further study.

Direct contact with the University does increase the people's rating of how well the University performs its various missions. Those that receive help for their problems seem to be impressed the most. It would appear that the University is fairly effective in informing those who have direct contact with the institution, but needs to enhance efforts among those who do not have direct contact.

We also wanted to see whether those who believed a mission was of central importance gave it higher or lower performance ratings. Those who thought the various missions are very important gave higher performance ratings which were fairly uniform. Thirty-four percent gave "college education" an excellent rating. The proportions giving an excellent rating to professional training, research and service are 36 percent, 35 percent, and 39 percent, respectively. Even though thinking the mission is very important raises performance ratings, still only a minority assign the top rating.

SUMMARY

The vast majority of people want the University to be the top state supported school in the Midwest Region. It would appear the University has the support to excell. When asked about the importance of the University of Nebraska's missions, citizens attach more importance to providing a college education and professional training than to research and service. While a majority think the University is doing a good job, only a quarter of the population think the institution is doing excellent work in fulfilling its missions. People with direct contact with the University give excellent ratings more often, but they still constitute a minority. It appears that the University could expand its efforts to inform people of the work that it is doing.

TABLE 1.

IMPORTANCE OF MISSION AND EVALUATION OF PERFORMANCE

	Mission			
	Provide College Education	Train Profes-sionals	Conduct Research	Service Citizens
Importance of Mission:				
Very important	83%	82%	57%	64%
Somewhat important	13	15	32	30
Not too important	1	1	6	3
Don't Know or Undecided	3	2	5	3
	100%	100%	100%	100%
Performance of Mission:				
Excellent job	26%	27%	18%	25%
Good job	55	54	52	54
Not such a good job	5	3	4	5
Don't Know or Undecided	14	16	26	16
	100%	100%	100%	100%

N = 457

TABLE 2.

CONTACT WITH THE UNIVERSITY OF NEBRASKA, MISSION PRIORITY AND EVALUATION OF PERFORMANCE

Percent Judging Mission To Be Very Important

	Provide College Education	Train Professionals	Conduct Research	Service Citizens	Percent of Sample
Contact with University:					
Taken classes or obtained degree	90%	88%	72%	67%	20%
Had children who attended University	84	87	63	64	19
Used Extension Service	86	80	69	69	24
Received help for problem	87	85	79	68	16
No contact	82	81	54	63	49

Percent Rating Mission Performance as Excellent

	Provide College Education	Train Professionals	Conduct Research	Service Citizens
Contact with University:				
Taken classes or obtained degree	35%	40%	25%	30%
Had children who attended University	39	42	29	29
Used Extension Service	37	39	30	35
Received help for problem	38	47	38	39
No contact	23	23	17	27

List of reports already released using data gathered in the 1984 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

Report Number	Title
1	Designs, Procedures, Instruments and Forms for the 1984 NASIS. David R. Johnson. Price: $7.50.

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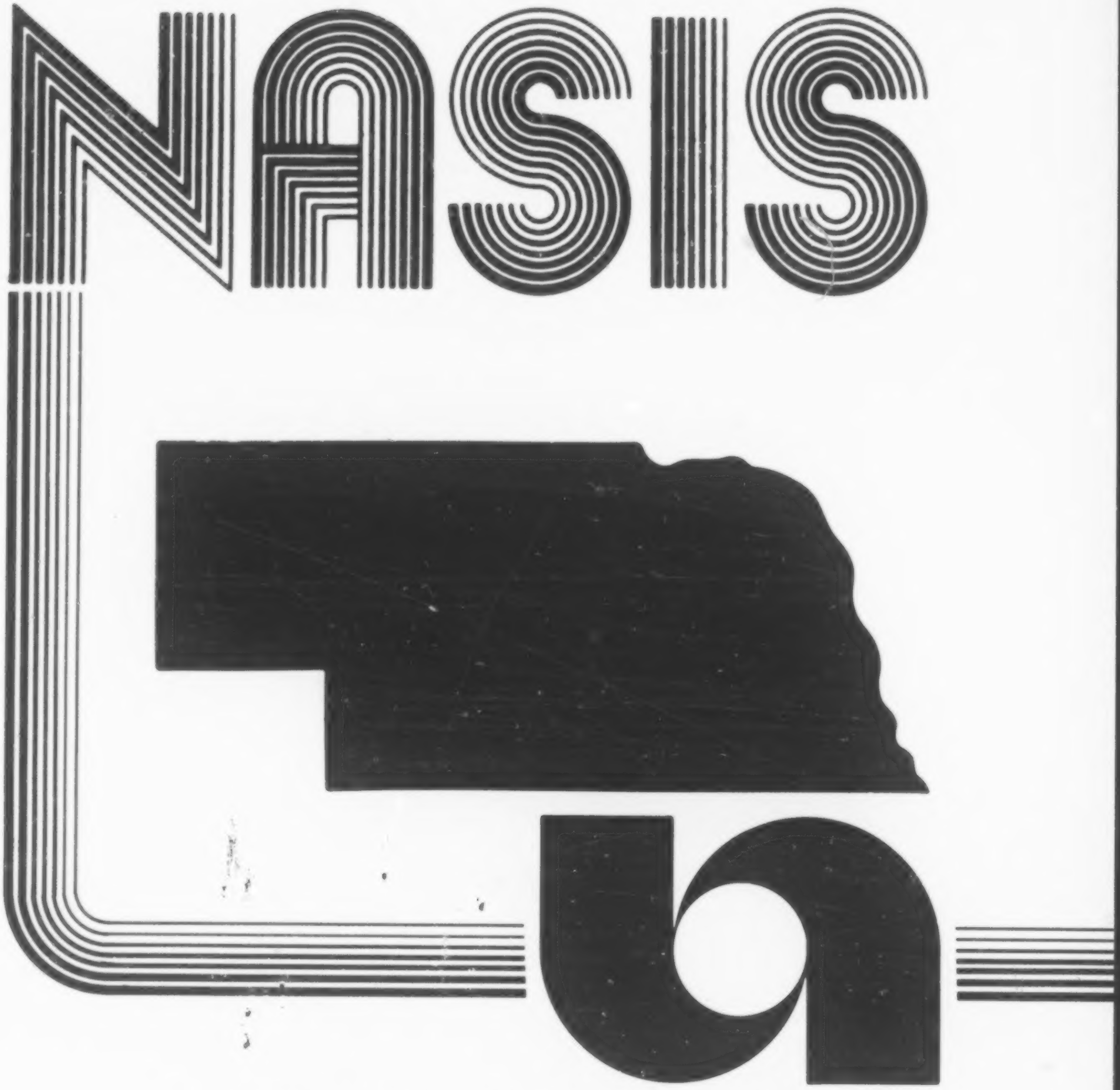

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

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NASIS-84, #3

PARTICIPATION OF NEBRASKANS IN VOLUNTARY GROUPS

David R. Johnson
Department of Sociology
University of Nebraska-Lincoln

and

Laurie K. Scheuble
Department of Correctional Services
State of Nebraska

Price: $1.00

The Nebraska Annual Social Indicators Survey

David R. Johnson - 1984 Study Director

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The interview averaged approximately 35 minutes and included questions about energy use, recreation, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 3.3 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

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As part of their daily lives, people take part in a wide variety of organized groups. These range from playing on a softball team in a city league to holding a membership in the Parent Teachers Association and to affiliation with the John Birch Society. What these diverse groups hold in common is that people join them voluntarily, and while they may be related to work, such as a teacher belonging to the PTA or membership in a labor union, they are not part of the organization of the work place.

Membership in voluntary associations is an important part of the American democratic system, and belonging to organizations can play an important role in the quality of life enjoyed by Americans. Aside from the direct benefits they afford the participants, studies by sociologists have shown that the ties between people formed by their membership can have important economic and political benefits. Hiring or promoting a worker above another because he or she belongs to the same lodge or fraternity is one example.

People belong to a wide variety of voluntary associations during their life times. Although people join organizations and drop out for a variety of reasons, they do so of their own accord. Often voluntary association membership changes with a change in status. So for example, people belong to Parent Teachers Associations usually have children in the school system and individuals belonging to Labor Unions are either presently working or have held a job at some point in their lives.

How important are these organizations in Nebraska? Are Nebraskan's active participants in voluntary organizations and to what types of organizations do they belong? Are there some groups of Nebraskan´s who are much more active participants than others? The Nebraska Annual Social Indicators Survey (NASIS) has included items in several different years, including the 1983 and 1984 surveys, that allow us to answer those questions and to compare the membership of Nebraskans in different societal groups. Since the 1983 survey includes twice as many respondents as 1984, we use this data for this report. However, the finding for both years are very similar as little change in participation of Nebraskans occured over a one year period of time.

The Nebraska Annual Social Indicators Survey asked Nebraskans about their membership in six general types of organizations. The first type of organization are church-related. Examples of these are church boards or standing committees, men´s and women´s groups, choir membership or ushering. The next kind of group, job-related associations, includes farmers organizations, labor unions, and business and professional associations. Recreational groups were the third type of organization on which information was gathered. Bowling leagues, golf clubs, and card clubs are all types of recreational groups. Service clubs such as Lions or Rotary, hospital auxiliary, and Masons are examples of the fourth type of organization--fraternal-service. The last two types of voluntary associations are civic-political and "other" organizations. Civic-political organizations are represented by Parent Teachers Association and citizens groups, such as Neighborhood Watch. The kinds of organizations which fall into the "other" category include adult leaders of youth programs such as boy scouts or girl scouts, veterans organizations and the Salvation Army. Respondents in the study were also asked if they held an office in the organization.

FINDINGS

Over three-quarters (76 percent) of Nebraskans belong to at least one voluntary association. The average number of groups belonged to is 2.16. In general, it appears that Nebraskans are active participants. It would be expected that some Nebraskans are much more active than others. These differences in participation are explored in Table 1. This table presents the average number of organizations to which people belong by sex, age, marital status, degree, employment status, health status, and city size.

Average number of organizations to which people belong

The survey finds that men and women report belonging to organizations at almost exactly the same rate. This may seem to suggest that sex is unrelated to participation in groups. However, a more detailed examination of this finding later in this report will show that sex is important in other ways regarding memberships. A clear relationship of average memberships and age is found. Membership increases by age until its peak in the 35 to 44 age group, and then begins a gradual decline. Interestingly, however, people over 55 and 65 belong to more organizations on the average than do the younger adults under age 35.

Marital status is the next characteristic examined. Married people belong to the most voluntary associations. This is probably due to having more social obligations such as belong to groups because of their children. Those individuals who are widowed belong to the second most organizations, followed by those who are divorced or separated. People who have never been married belong to the fewest organizations.

The characteristics that appears to be most strongly related to association membership is education. Those individuals having a four year college degree belong to significantly more groups than any other educational level, averaging over 3.6 groups. Participation declines with each decrease in educational attainment down to those with less than a high school degree who average to only slightly more than one organization each. The next social characteristics examined is employment status. People who are working full-time or keeping house belong to the most voluntary associations. They are followed by those working part-time, retired, and "other" such as students and those not working due to illness. Housewives may find the time to be active in groups, explaining their high rate of participation. Health is the next characteristics examined. As one would expect, those who report having excellent health belong to the largest number of voluntary associations, with participation declining as health declines. The final social category examined is city size. Those living in the open country belong to the most voluntary association followed by those living in cities between 2,501 and 10,000, and 10,001 to 30,000. People living in a large city (Grand Island, Lincoln and Omaha) and those living in small towns (under 2,500) belong to the fewest number of associations.

Types of Organizations

Table 2 presents the percentage of Nebraskans belonging to each type of organization covered in the study. The most popular type of organization in the state is church-related. This does not include membership in the church itself, but in organizations related to the church, such as prayer group, choir, etc. Almost 37 percent belong to organizations of this type.

Recreational organizations are a close second, with over 34 percent reporting membership in organizations of this type which include bowling leagues, card clubs, etc. About a fourth of the sample belong to organizations that are related to their job in some way. The category with the fewest number of people reporting membership is that of civic-political groups, with only 14 percent belonging to groups of this type. About a fifth of the sample belongs to fraternal service groups, with other organizations being mentioned by only around 18 percent of the respondents.

We might expect that the types of organizations to which Nebraskans belong are likely to be vary considerably for people from different walks of life. In Table 3, the percent belonging to each type of organization is presented for the same characteristics of Nebraskans examined in table 1. While males and females belonged to the same average number of organizations, the types they belong to differs considerably. Females are much more likely to belong to church-related groups than males and only about half as likely to belong to job-related groups. There is little difference by sex in the chance of belonging to recreational groups, but males are more likely to belong the fraternal-service organizations, while the percent of females reporting membership in civic-political groups exceeds that of males.

Looking next at age, the pattern reported of memberships increasing until around age 40 then declining is repeated for some of the types, but not for all. Membership in church-related organizations starts low in the youngest age group, increases rapidly up to the 35 to 44 age group, then remains generally constant, increasing only fractionally after this point. Membership in job-related organizations shows a marked jump between the youngest group and the 25 to 34 age group, but peaks in the 45-54 age group.

This pattern closely follows the life cycle pattern of increased involvement in a career or job, followed by disengagement from that involvement with retirement, indicated by the low percent belonging over age 65. Participation in recreational groups is highest among the three youngest age groups, and declines slightly thereafter. However, compared to other types of organizations, this one has the smallest changes with age. Fraternal-service membership increases with age up to the 55 to 64 category, declining only slightly after age 65. The pattern for civic-political and other types of organizations general follow the overall pattern for age of an initial increase followed by a decline.

The observation that married people are most integrated into the institutions of American society is born in in most of the types of groups examined. For four of the six types, married people report the highest percent participation. They are the second highest in the other two. Widowed person, mostly women, are more likely to belong to church-related organizations, and the divorced or separated respondents are slightly more likely than the married to belong to job-related groups.

The importance of education for participation in groups is again borne out by the survey findings by type. In every type of group, the least involvement is reported by those who did not graduate from high school. This is even true among church-related and recreational groups. The difference in membership in job-related groups by education is the largest of any type, with over half of those with a four-year college degree belonging compared to only 7 percent for those without a high school degree. The high for college graduates reflects membership in professional organizations which abound in the occupations in which they are employed.

Employment status is related to participation in organizations of different types much as expected. Full-time workers have the highest rate of participation in job-related groups, but generally are participate about the same or slightly lower rates for all other types. Those reporting keeping house, primarily housewives, report high participation in church groups and other organizations. The only category they are really low in job-related groups. The reported health of the respondent has the most effect on participation in recreational activities. For other types of activities, participation declines with poorer health, except for church-related groups, where little difference by health status is found. It appears that with increasingly poorer health, disengagement from activities does not carry over into the religious realm.

The final characteristic is community size. Involvement in church related groups is highest for the rural residents and for small communities and declines with community size. For the other types, the trends are not as clear or as large. Residents of cities over 10,000 are more likely to join civic-political groups, perhaps reflecting membership in various types of neighborhood associations. In the largest cities, fraternal-service organizations are not as popular as they are in the smaller communities.

Office Holding in Organizations

Some people belong to organizations without being actively involved. One way to get at degree of involvement is to find out if the member is an officer of the organization, since officers are usually selected from the more active members. NASIS included a question which for each organization to which a respondent belonged asked whether or not they held now held an office in the organization. The percent of members holding an office overall and for each type of organization and the social characteristics of the respondents is presented in table 4. The findings in this table need to be interpreted with some cautions. In some cases, the number on which the percents are based are very small, and not likely to be reliable. Also, the chance of someone being an officer will vary by the size of the organization and whether it is a local or national organization. Many job-related organizations are large national organizations without a local branch and they have only a few officers. Small organizations, like local lodges, may have almost all members holding some post in the group. Therefore, comparison among types is difficult.

Overall, 41.8 percent of the respondents belonging to organizations in the NASIS study are also officers. This suggests that overall, the rate of active participation in these groups is rather high. Highest rates of office-holding are for fraternal-civic organizations (49 percent), church-related (47 percent) and other organizations (46 percent). The low rate for recreational groups may reflect that many of them are only informally organized (a softball team) and have few if any officers.

Overall, females are officers more often than males. NASIS did not ask about the type of officer position, but women, compared to men, are perhaps more likely to assume the organizational positions (secretary, treasurer) which abound more than the more powerful positions of chairperson or president. The females greater office holding carries across all types of groups, but their advantage over males is smallest in the civic-political and job-related categories.

While memberships decline after middle-age, office holding for members remains high after age 35 and does not show and real any significant decline after this age group. In both job-related and church-related groups people over 65 are either the highest or equal to the highest group in holding office. Perhaps the older citizens who retain their memberships into retirement are among the more active members of the organization. The less active members are more likely to leave the organization upon attaining this age.

Looking at marital status, office-holding is most prevalant among the widowed respondents, followed by the married. This may primarily reflect that women are more likely to be in this category and they enjoy a higher office-holding rate than men overall. Going on to education, as one might expect, college graduates have the highest rate of office-holding, although their advantage over those with lower education is not as large as one might expect. While few people who have not completed high school belong to organizations, 55 percent of them are officers. The only group where their rate of office holding is somewhat low compared to those with higher education is in the "other" organizations category.

The findings for employment status are somewhat confusing and not very consistent. Since sex of respondent is closely related to these work status categories, we expect that the findings here primarily reflect the sex differences in the groups. Surprisingly, declining health does not mean declines in office-holding. Perhaps those in poor health who retain their memberships do so because of their high level of involvement in the organization. This is apparent for job-related organizations in which the percent of members who are officers increases with decreasing health. This may also relate to the relationship between health and age.

Finally, we would expect that in the smaller communities the rate of office holding would be greater as the organizations on the whole would be smaller. This is borne out by the findings, with the highest rate among people in communities under 2500 population. This advantage they enjoy is generally consistent across all organizational types.

Overall, we have shown that Nebraskans are active participants in a number of types of organizations, but that this level of activity and participation does vary for Nebraskans from different walks of life and in different stages of their life cycle. Education was the most important characteristic explaining their participation rates, but for some activities, other characteristics, such as sex, employment status, and age, were also important.

Table 1. Average Number of Voluntary Associations Belonged to by Sex, Age, Marital Status, Degree, Employment Status, Health, and City Size

	Average Number Of Organizations	N
Sex		
Male	2.14	722
Female	2.17	1112
Age		
18 - 24	1.13	138
25 - 34	1.92	393
35 - 44	2.62	342
45 - 54	2.52	279
55 - 64	2.35	251
65 and Older	2.00	431
Marital Status		
Married	2.33	1283
Widowed	1.94	234
Divorced, Separated	1.71	120
Never Married	1.58	197
Degree		
Less than High School	1.15	275
High School	1.93	1107
Associate or Junior College	2.43	100
Bachelor and Over	3.61	351
Employment Status		
Working Full-Time	2.30	804
Working Part-Time	2.11	249
Retired	1.96	295
Keeping House	2.30	396
Other	1.13	92
Health		
Excellent	2.52	666
Good	2.04	862
Fair	1.74	247
Poor	1.47	52
City Size		
Open Country	2.35	433
Under 500 to 2500	2.02	323
2501 to 10,000	2.20	219
10,001 to 30,000	2.19	227
Grand Island, Lincoln and Omaha	2.08	632

Table 2. Percentage of Respondents Belonging to Church-Related, Job-Related, Recreational, Fraternal-Service, Civic-Political and "Other" Organizations

	Belong	Do Not Belong
Church-Related	36.9% (677)	63.1% (1157)
Job-Related	24.8 (454)	75.2 (1380)
Recreational	34.4 (631)	65.6 (1203)
Fraternal-Service	20.6 (377)	79.4 (1457)
Civic-Political	14.2 (261)	85.8 (1573)
"Other" Organizations	18.4 (338)	81.6 (1496)

Table 3. Percentage of Respondents Belonging to Church-Related, Job-Related, Recreational, Fraternal-Service, Civic-Political and "Other" Voluntary Associations by Selected Characteristics

	Church-Related	Job-Related	Recreational	Fraternal-Service	Civic-Political	Other	N
Sex							
Male	25.3	34.5	32.4	25.3	11.8	20.6	722
Female	44.4	18.4	35.7	17.4	15.8	17.0	1112
Age							
18 - 24	17.4	12.3	38.4	8.7	3.6	2.9	138
25 - 34	26.2	28.2	41.0	13.0	17.8	15.5	393
35 - 44	40.1	30.4	37.1	16.7	25.7	24.3	342
45 - 54	42.7	34.1	31.2	25.8	11.8	23.3	279
55 - 64	42.6	27.5	28.3	28.7	11.6	18.7	251
65 and Older	43.4	13.5	30.6	26.2	8.4	18.1	431
Marital Status							
Married	39.3	27.0	36.2	22.2	16.2	20.1	1283
Widowed	51.3	10.7	26.9	22.2	9.4	17.5	234
Divorced, Separated	13.3	30.0	27.5	10.0	15.8	15.8	120
Never Married	18.8	23.9	35.5	14.2	6.1	10.2	197
Degree							
Less than High School	29.5	7.3	20.7	15.6	7.3	9.1	275
High School	36.0	19.4	33.7	19.4	12.6	18.1	1107
Associate or Jr. College	45.0	28.0	42.0	20.0	23.0	20.0	100
Bachelors and Over	43.5	54.4	45.3	28.2	22.5	26.5	351
Employment Status							
Working Full-Time	30.1	39.6	36.4	21.0	14.6	17.5	804
Working Part-Time	41.0	16.1	38.2	17.3	20.5	19.7	249
Retired	37.2	13.7	28.0	24.9	8.9	17.7	293
Keeping House	53.5	9.3	36.4	20.7	15.9	21.5	396
Other	13.0	20.7	18.5	10.9	4.3	12.0	92
Health							
Excellent	38.3	29.9	42.6	20.9	16.8	20.7	666
Good	36.4	23.9	32.9	20.1	14.4	16.9	862
Fair	34.8	17.4	21.9	22.3	8.5	18.6	247
Poor	37.3	10.2	15.3	16.9	6.8	13.6	59
City Size							
Open Country	46.4	29.3	35.6	21.2	12.0	21.7	433
Under 500 to 2500	39.6	15.5	33.1	22.0	10.5	19.5	323
2501-10,000	39.3	25.1	32.9	28.8	13.2	17.4	219
10,001-30,000	34.4	22.9	35.7	22.0	18.9	18.5	227
Grand Island, Lincoln and Omaha	29.1	26.9	34.3	16.0	16.3	16.0	632

Table 4. Percentage of Respondents Holding Office Overall and In The 6 Types of Voluntary Associations by Selected Characteristics

	Overall	Church-Related	Job-Related	Recreational	Fraternal-Service	Civic-Political	Other
	41.8 (1401)*	46.5 (677)	27.4 (453)	22.3 (631)	49.1 (377)	35.6 (261)	46.4 (358)
Sex							
Male	49.1 (546)	39.9 (183)	25.0 (248)	17.9 (234)	35.0 (183)	34.1 (85)	31.5 (149)
Female	64.0 (855)	49.0 (494)	30.2 (205)	24.9 (397)	62.4 (194)	36.4 (176)	58.2 (189)
Age							
18 - 24	24.7 (85)	12.5 (24)	23.5 (17)	7.5 (53)	41.7 (12)	40.0 (5)	50.0 (4)
25 - 34	46.4 (295)	36.9 (103)	16.4 (110)	16.8 (161)	49.0 (51)	28.6 (70)	47.5 (61)
35 - 44	61.5 (278)	41.6 (137)	26.9 (104)	23.6 (127)	56.1 (57)	37.5 (88)	47.0 (83)
45 - 54	62.8 (145)	51.3 (119)	34.7 (95)	25.3 (87)	36.1 (72)	42.4 (33)	50.8 (65)
55 - 64	69.4 (136)	51.4 (107)	30.4 (69)	23.9 (71)	58.3 (72)	41.4 (29)	44.7 (47)
65 and Older	64.9 (316)	54.0 (187)	34.5 (58)	31.1 (132)	48.7 (113)	33.3 (36)	42.3 (78)
Marital Status							
Married	60.6 (1033)	47.8 (504)	28.1 (345)	23.2 (465)	48.4 (285)	35.1 (208)	46.9 (258)
Widowed	69.1 (165)	48.3 (120)	28.0 (25)	30.2 (63)	51.9 (52)	50.0 (22)	56.1 (41)
Divorced, Separated	45.3 (75)	31.3 (16)	27.8 (36)	9.1 (33)	41.7 (12)	31.6 (19)	36.8 (19)
Never Married	32.0 (128)	29.7 (37)	21.3 (47)	15.7 (70)	53.6 (20)	25.0 (12)	30.0 (20)
Degree							
Less than High School	55.1 (158)	46.9 (81)	30.0 (20)	22.8 (57)	39.5 (43)	35.0 (20)	24.0 (25)
High School	56.1 (841)	49.0 (398)	29.8 (215)	22.3 (373)	49.8 (215)	37.4 (139)	44.5 (200)
Associate or Jr. College	50.6 (85)	40.0 (45)	21.4 (28)	23.8 (42)	50.0 (20)	30.4 (23)	50.0 (20)
Bachelors and Over	67.2 (317)	41.8 (153)	25.3 (190)	22.0 (159)	51.5 (99)	34.2 (79)	55.9 (93)

Table 4. Percentage of Respondents Holding Office Overall and In The 6 Types of Voluntary Associations by Selected Characteristics (continued)

	Overall	Church-Related	Job-Related	Recreational	Fraternal-Service	Civic-Political	Other
Employment Status							
Working Full-Time	53.3	42.6	24.9	19.8	43.2	35.0	41.1
	(341)	(242)	(317)	(293)	(169)	(117)	(141)
Working Part-Time	61.8	38.2	22.5	17.9	60.5	39.2	55.1
	(191)	(102)	(40)	(95)	(43)	(51)	(49)
Retired	59.0	46.8	35.0	34.1	43.8	23.1	30.8
	(121)	(109)	(40)	(82)	(73)	(26)	(52)
Keeping House	67.7	54.7	43.2	26.4	58.5	39.7	58.8
	(316)	(212)	(37)	(144)	(82)	(63)	(85)
Other	42.9	50.0	31.6	0.0	60.0	25.0	54.5
	(49)	(12)	(19)	(17)	(10)	(4)	(11)
Health							
Excellent	58.2	40.0	23.1	23.2	46.8	33.9	58.0
	(546)	(255)	(199)	(284)	(139)	(112)	(138)
Good	57.4	52.2	30.7	21.5	53.2	36.3	37.7
	(659)	(314)	(205)	(284)	(173)	(124)	(146)
Fair	60.4	48.8	27.9	24.1	45.5	38.1	39.1
	(164)	(86)	(43)	(54)	(55)	(21)	(46)
Poor	62.5	31.8	50.0	11.1	30.0	50.0	50.0
	(32)	(22)	(6)	(9)	(10)	(4)	(8)
City Size							
Open Country	62.8	53.7	29.9	20.1	51.1	44.2	54.1
	(358)	(201)	(127)	(154)	(92)	(52)	(94)
Under 500 to 2500	64.0	50.0	28.0	29.0	57.7	41.2	49.2
	(242)	(128)	(50)	(107)	(71)	(34)	(63)
2501-10,000	59.4	45.3	29.1	19.4	42.9	34.5	50.0
	(175)	(86)	(55)	(72)	(63)	(29)	(38)
10,001-30,000	56.3	44.9	23.1	28.4	50.0	32.6	42.9
	(167)	(78)	(52)	(81)	(50)	(43)	(42)
Grand Island, Lincoln and Omaha	51.6	37.5	26.0	19.4	44.6	31.1	37.6
	(459)	(184)	(169)	(217)	(101)	(103)	(101)

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* Number in parentheses represents total number of respondents in the group.

List of reports already released using data gathered in the 1984 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

Report Number	Title
1	Designs, Procedures, Instruments and Forms for the 1984 NASIS. David R. Johnson. Price: $7.50.
2	Nebraskans View Their University. Alan Booth. Price: $ .75.